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ABSTRACT

This Education for Self Responsibility (ESR) curriculum guide is designed as part of an extensive effort to curb the problem of drug use among school-age youth. Three major objectives provide the framework and focus for an instructional emphasis on an alcohol and other drug use prevention program. These objectives are: understanding the consequences, learning the facts, and taking action. Instruction related to these major objectives is facilitated by multiple instructional and behavioral objectives. The educational experiences described here are designed to: enable teachers to help students achieve these objectives; empower students to choose not to use drugs; and make all drug use socially unacceptable in the same way that tobacco use has begun to be viewed negatively in the past few years. The guide is organized into six sections: (1) the Comprehensive Drug Use Prevention Program; (2) Implementing the ESR II Curriculum Guide; (3) Modifying ESR II for Special Populations; (4) Risk Factors for Adolescent Drug Use; (5) Suggestions for Discussion Groups and Speakers; and (6) Sample Lessons for the Prevention of Drug Use. Seven appendices include: Teacher Resources; Annotated Bibliography; Drug Chart; Glossary of Terms; Texas Law Related to Tobacco, Alcohol, and Other Drugs; Agencies and Organizations; and Instructional Strategies and Products for Teaching Drug Use Prevention. (LL)

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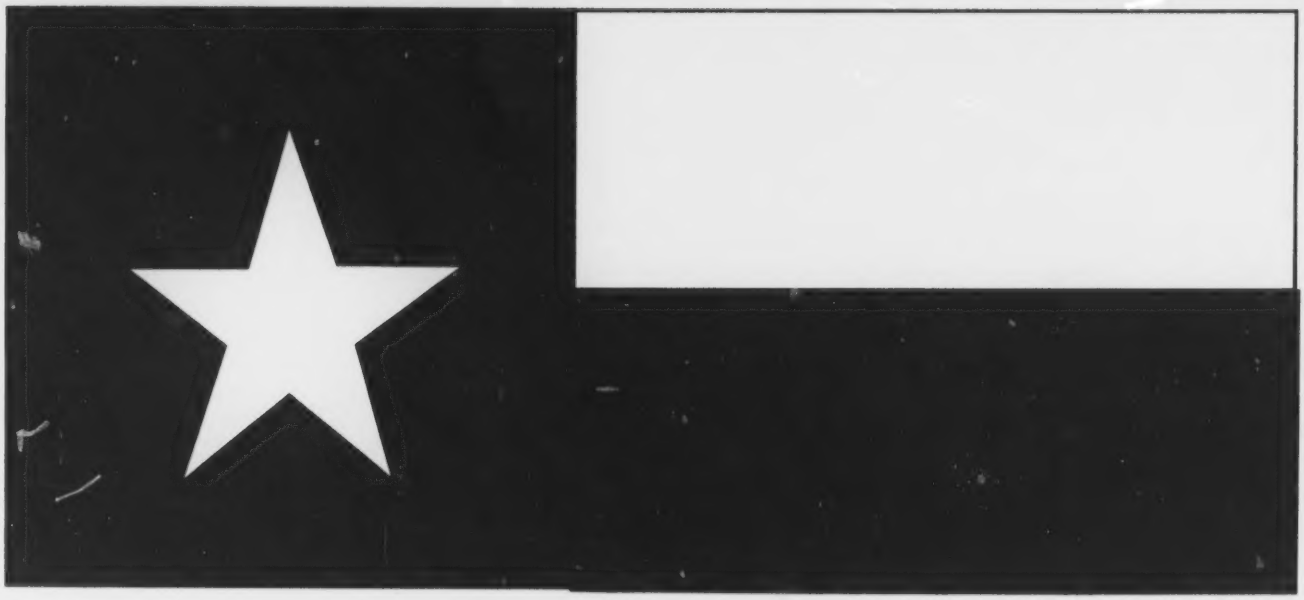

Education for Self-Responsibility II:

PREVENTION OF DRUG USE

Texas Education Agency / Austin, Texas

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Grades 6–7/8

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Education for Self–Responsibility II: Prevention of Drug Use

Grades 6-8

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Texas Education Agency
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Foreword

Drug use is one of the major problems facing the nation today. Virtually no aspect of American life has been spared the tragedy of drug use, and our educational system is no exception. Drug use has infiltrated our schools and threatens to thwart our efforts to help today's students become educated and responsible citizens of tomorrow.

The Texas Education Agency provides *Education for Self-Responsibility II: Prevention of Drug Use* in response to concerns voiced by educators, legislators, and interested and caring citizens. *ESR II* is part of an extensive effort to curb the problem of drug use among school-age youth. It is comprised of four volumes, which are designed for prekindergarten-Grade 3, Grades 4-6, Grades 6-8, and Grades 9-12.

Development of *ESR II* began in 1987 when the Agency convened a committee of educators to determine specific needs, set a general philosophy, develop goals and objectives, and write sample teaching and learning strategies. The committee included health educators, classroom teachers in several subject areas and grade levels, curriculum experts, drug education coordinators and consultants, administrators, counselors, law enforcement professionals, representatives of special populations, and community spokespersons. The Agency contracted with Texas A&M University to complete development of a field test version of the four volumes and to publish and distribute them to school districts. Drug Use Prevention Program staff members at the Agency solicited feedback from districts and schools that participated in the field test and then revised *ESR II*, taking into consideration teachers' comments and suggestions.

ESR II does not represent a one-time attempt to help districts cope with the increasing instances of drug use among students. On the contrary, tobacco, alcohol, and drug use prevention education is part of the Agency's ongoing comprehensive health program which emphasizes the physiological, mental, and psychological health and well-being of students. A good education helps students learn more than reading, writing, and mathematics. Above all else, education teaches students how to be responsible and capable of discerning right from wrong. A good education develops students who understand that life itself creates responsibilities.

School administrators, teachers, and other staff members have a unique opportunity to help prevent tobacco, alcohol, and drug use among students. Education for self-responsibility must be more than a title of a publication or the theme of an education program. It must become the focus of our energies for the next several years.

Lionel R. Meno
Commissioner
of Education

Texas Education Agency

This publication was developed by members of *ESR II* curriculum development teams at the Texas Education Agency and at Texas A&M University under the direction of Agency staff members in the Office of the Deputy Commissioner for Curriculum and Professional Development.

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The Comprehensive Drug Use Prevention Program

EDUCATION FOR SELF-RESPONSIBILITY

Drug use among students in Texas public schools is a pressing and immediate problem demanding an all-out response by teachers, administrators, parents, communities, and drug-free students. The four-volume curriculum guide, *Education for Self-Responsibility II: Prevention of Drug Use (ESR II)*, represents an important component in the effort to make schools drug free. Functioning as a curriculum guide and a health promotion tool, *ESR II* is the second guide the Texas Education Agency has issued on the topic of self-responsibility. *Education for Self-Responsibility I: Prevention of School-Age Pregnancy* was distributed in 1988. The Agency developed both documents in response to the State Board of Education's plan for action to reduce the number of students who drop out of school before graduation.

As a curriculum guide, *ESR II* offers suggestions to teachers of all grade levels and most subjects—suggestions ranging from specific classroom activities to ideas for involving parents in the drug use prevention effort. It includes handouts, worksheets, and overhead transparency masters to equip teachers with ready-to-use material for class activities. As a health promotion tool, *ESR II* insists that students be given consistent, firm no-use messages in all areas of their education. *ESR II* emphasizes the opportunities available to teachers of all levels and most subjects to responsibly teach drug use prevention and indicates ways in which educators may inadvertently condone drug use. *ESR II* urges administrators to recognize that students (drug-free and otherwise) are positively affected by consistent no-use messages and negatively affected by mixed messages.

ESR II is not a panacea for our state's drug problems. It is only one important weapon in the arsenal needed to combat drug use in the schools. To be most effective, curricula to prevent drug use must be accompanied by a strong commitment on the part of administrators, teachers, and other school personnel to have a totally drug-free school. Clear communication concerning drug-related policies and drug-related instructional activities must exist among school personnel, parents, and the community at large. Posters, displays, and brochures advertising the school's commitment to become and to remain drug free must be used to keep the program highly visible to students and community members alike. Additionally, a comprehensive drug use prevention effort must include assistance programs for students at risk for alcohol and drug use, as well as those with drug use problems.

The Term *Drug*

At one time, the term *drug* referred to any substance that when taken into the body caused a change in physiological or psychological activity. The term *drug* included medicine (both prescriptions and over-the-counter), legal substances such as caffeine and sugar, and illegal substances such

as marijuana, cocaine, and heroin. But in the past decade problems caused by use of illegal substances have become so paramount in the United States that the term *drug* is now primarily used to refer to dangerous and illegal substances. In the *ESR II* curriculum guide, the term *drug* means a substance that is illegal and harmful, including alcohol and tobacco which are legal for adults but not for children. In the guide, every effort has been made to deal with medicines, prescriptives, and over-the-counter medications as such and not to refer to them as drugs. In some cases, however, medicines are sold on the street for purposes other than those intended by the manufacturer. In such cases, medicines themselves become dangerous drugs. The reason for defining the term *drug* so narrowly is for clarity and consistency in communication. The goal of *ESR II* is not to prevent school children from taking appropriately prescribed medicine. The goal is rather to help prevent the use of illegal and harmful substances, including tobacco and alcohol.

Characteristics of Schools with Assertive Drug-Free Efforts

Schools that have developed effective drug use prevention programs share certain characteristics. For example, schools with assertive drug-free efforts:

- have clear policies stating that they will not tolerate the use of tobacco, alcohol, and other drugs by students. These schools have written policies that enforce the laws of community and state; all school employees are expected to promote enforcement of the laws. Written understandings exist between school officials and law enforcement agencies regarding policies and procedures for intervention on school grounds and for general cooperation and communication.

- have strong administrative leadership and support. Effective leadership begins with commitment to a comprehensive alcohol and drug use prevention program and includes implementing policies, directing short- and long-range planning, and providing resources. It is important that clear lines of responsibility and accountability be established.

- develop and enforce standards for all school personnel concerning their professional conduct and their roles in implementing prevention education. These schools recognize that the drug-free effort is not limited to students but pertains to faculty, staff, and administrators as well.

- select and implement age-appropriate, developmentally based drug use prevention curricula in all grades, conduct training for teachers and other staff, and periodically evaluate the effectiveness of materials and instruction.

- incorporate parent education into the curricula and involve parents in

alcohol and other drug use prevention education. These schools involve the entire community in the effort through local Drug-Free Schools Advisory Councils and through coordination with other agencies and organizations.

- counsel students that drug use is illegal and harmful. These schools provide school- and community-based intervention and referral services to counsel and treat students with drug-related problems, offer special education arrangements where appropriate, and provide support services for students recovering from drug-related problems.

- incorporate the no-use message into all school-based and school-sponsored activities and events and encourage this practice in community activities as well. These schools ban the use of all drugs, including tobacco, at school and extracurricular activities such as sporting events and UIL competitions. The no-use policies pertain to all students, staff, and parents.

- involve the community in the schools' alcohol and drug use prevention programs. Consultation with parents and the community at large can build support for policies. Individuals and businesses in the community can provide material resources and sponsorship of drug-free activities. The schools should make every attempt to ensure that the community understands the components and the standards of an effective prevention program.

- evaluate prevention programs on a regular basis to ensure that the programs are meeting the needs of students, parents, and the community. Evaluation results can be used to improve the programs.

THE NO-USE POLICY

According to the U.S. Department of Education, "A strong school policy against substance abuse—clearly articulated, consistently enforced, and broadly communicated—is the foundation upon which any program should be built." The following guidelines for school alcohol and drug abuse policies are presented in *Drug Prevention Curricula: A Guide to Selection and Implementation.* (See Teacher Resources for publication information.)

At the heart of a good policy is a strong and serious statement spelling out the school's opposition to drug use and consequences that will result from drug use. A school's policy statement should contain at least the following elements:

- a clear definition, based on state law, of what types of drugs and drug use are covered by the policy (making clear, for example, that prescribed medication is not covered but that alcohol is)

- a clear statement that the defined drugs and drug use are prohibited on school grounds, at school-sponsored functions, and at any function at which students are representing the school

- a description of the consequences to be expected upon violating the policy

- an explanation of the process by which students and school personnel can be referred for treatment, including a guarantee that self-referral will be treated in confidence and will not result in punishment

It is essential that such policies are clearly communicated to all students, parents, and staff. Once adopted, policies must be enforced uniformly. The same rules must apply to all: the captain of the football team, the honors scholar, the marginal student, the child from a disadvantaged background. The standards of conduct outlined by the policies should apply to school personnel as well as to students. Policies do not have to be punitive in nature but may be extended to provide assistance for students and employees who need help with drug-related problems.

PARENT INVOLVEMENT

Parents are a child's first and most important teachers. Considering the sensitivity and seriousness of drug prevention education, schools should seek parental participation in the educational process. Some activities in the *ESR II* curriculum guide contain material appropriate for parent education. Such activities may be incorporated into parent meetings or disseminated in the form of take-home materials.

In addition to academic work, schools should provide channels through which parents can influence policymaking and curriculum selection. Some schools accomplish this through parent/teacher organizations and other parent/community organizations such as Drug-Free Schools and Communities Advisory Councils. See *What Works: Schools Without Drugs*, a publication of the U.S. Department of Education, for recommendations. (See Teacher Resources for publication information.)

Involving today's parents in prevention education may take considerable effort and imagination. In many families, both parents work; many other families are headed by single parents. Traditional after-school hours for parent/teacher conferences and training sessions may not be realistic. Nevertheless, schedules can be worked out if schools, parents, and employers cooperate. Representatives of schools that bus students can hold meetings in the students' neighborhoods and can speak the parents' primary language.

PROGRAM VISIBILITY

Students need to be reminded constantly of the dangers of drug use. Such reminders need not be parental or authoritarian, but they must be logical, consistent, and respectful. Posters, campaign buttons, projects, and lessons in all curricular areas serve to provide such reminders. Every aspect of the school environment, from drug use policies to classroom activities to social activities to what hangs on the walls, must consistently convey a no-use message. Many schools extend the no-use message to dress codes by not allowing students to wear clothing that advertises or promotes tobacco, alcohol, or other drugs.

In the community as well as in the school, visual reminders help to reinforce the message that drug use is harmful. Messages on grocery bags, billboards, book covers, and other items serve as daily reminders as do the visual and auditory antidrug announcements provided by the media.

TERMINOLOGY

When communicating about alcohol and other drugs, it is crucial for the terminology of professionals in the field to be both clear and consistent. The following list of terms was developed* to assist communicators of verbal and written information and program planners who are responsible for evaluating materials.

Do Not Use	Use
Drunk Driving	Alcohol-Impaired driving (because a person does not have to be drunk to be impaired)
Liquor (to mean any alcoholic beverage)	Beer, wine, and/or distilled spirits
Substance use	Alcohol and other drug use
Abuse when the sentence refers to youth, teen, or children (anyone under 21)	Use (The aim is to prevent use—not abuse—of alcohol and other drugs.)
Hard or soft drugs	Drugs—since all illicit drugs are harmful
Recreational use of drugs	Use—since no drug use is recreational
Responsible use	Use—since there is risk associated with all use
Accidents when referring to alcohol/drug use and traffic crashes	Crashes
Drug abuse prevention or alcohol abuse prevention	Except when referring to adults, use the phrase "to prevent alcohol and other drug problems."
Mood-altering drugs	Mind-altering drugs
Workaholic	The term trivializes the alcohol dependence problem.

* **By the Division of Communication Programs; Office for Substance Abuse Prevention; Alcohol, Drug Abuse, and Mental Health Administration; Washington, D.C. For further information, call (301) 443-0373.**

Implementing the *ESR II* Curriculum Guide

The curriculum guide, *Education for Self-Responsibility II: Prevention of Drug Use*, was developed with extensive input by Texas teachers sensitive to the educational environment of the state's public schools. *ESR II* is intentionally a guide, not a detailed, comprehensive course of study. It aims to make drug use prevention a part of the overall school curriculum by applying principles of curriculum infusion. This drug use prevention is taught across the curriculum and throughout the school year instead of as a concentrated effort of teachers and students for a brief period of time.

Published in four volumes for designated grades, the guide provides sample lessons in various subject areas through the use of essential elements of instruction selected from Title 19, Chapter 75, Texas Administrative Code (State Board of Education rules for curriculum). The sample lessons are limited in number as they are examples of ways teachers may expand subject area lessons to include drug education and to create additional lessons. Teachers may use the objectives provided in this guide and may select numerous other appropriate essential elements to use in drug use prevention education. Instruction should be directed by the identified needs of students within the classroom and the school; therefore, the curriculum guide allows for flexibility.

ESR II is designed to be implemented primarily by the regular school instructional staff through infusion into the school's planned program of study. Outside specialists are suggested only as support for the teacher, not as replacements for the teacher. However, the term *teacher* may apply to any member of the school staff who is charged with the responsibility for the delivery of instruction, whether that staff member is the nurse, librarian, coach, counselor, or another individual.

ESR II: GOALS AND OBJECTIVES

The primary goal of *ESR II* is the prevention of drug use among school-age youth. Three major objectives provide the framework and focus for an instructional emphasis on an alcohol and other drug use prevention program. These objectives are: Understanding the Consequences, Learning the Facts, and Taking Action. Instruction related to these major objectives is facilitated by multiple instructional and behavioral objectives. The educational experiences described in the curriculum guide are designed to help the students of Texas to achieve these objectives and thereby empower them to choose not to use drugs. *ESR II* seeks to make all drug use socially unacceptable in the same way that tobacco has begun to be viewed negatively in the past few years.

A secondary goal of *ESR II* is to increase teacher awareness of the problems related to drug use in Texas, thereby creating impetus for taking action to combat these problems. Educators from across the state

formulated the *ESR II* objectives on pages 9-11. The objectives help establish consistency and give direction to drug use prevention programs in Texas schools. Each objective includes a number of questions that students are to consider and a list of behavioral objectives that will lead them to achieve the major objective.

UNDERSTANDING THE CONSEQUENCES

A. What happens to students who use drugs?

1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.
2. Determine the effects of tobacco, alcohol, and other drug use on self-esteem, motivation, and the ability to cope.
3. Recognize the effects of tobacco, alcohol, and other drug use on interpersonal communication and relationships.
4. Predict how academic and work performance might be affected by tobacco, alcohol, and other drug use.
5. Illustrate the effects of tobacco, alcohol, and other drug use on personal judgment and decision making.
6. Analyze the effects of tobacco, alcohol, and other drug use on earning potential, the ability to save money, and spending habits.
7. Consider the legal consequences of tobacco, alcohol, and other drug use.

B. What happens to the family if a family member uses drugs?

1. Observe how emotional stress leads to physical problems.
2. Describe the physical and emotional consequences of having a chemically dependent family member.
3. Assess the importance of emotional stability, self-esteem, motivation, and coping abilities when dealing with a family member who is chemically dependent.
4. Identify how tobacco, alcohol, and other drug use affects relationships both within and outside a family.
5. Consider how tobacco, alcohol, and other drug use affects the judgment, work, and academic performance of family members.
6. Recognize the ways in which tobacco, alcohol, and other drug use affects a family's financial status.
7. Recognize that a minor's parent or guardian is responsible for his or her legal problems.

C. What happens to the friends of someone who uses drugs?

1. Describe potential risks of choosing friends who use tobacco, alcohol, or other drugs.
2. Explain how interpersonal relationships are affected by associating with someone who uses tobacco, alcohol, or other drugs.
3. Consider how the financial and legal problems of someone who uses tobacco, alcohol, or other drugs affect his or her friends.
4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

D. What happens to the community as a result of drug use?

1. Evaluate the relationship between tobacco, alcohol, and other drug use and the need for treatment facilities.
2. Analyze the effects of tobacco, alcohol, and other drug use on crime rates and the economy.
3. Describe public health problems related to tobacco, alcohol, and other drug use.
4. Describe how drug use contributes to the spread of communicable diseases.

ESR II *Objective II:*

LEARNING THE FACTS

A. What is a drug?

1. Name and categorize various types of drugs, medicines, and abused substances.
2. Recognize primary effects of tobacco, alcohol, and other drugs.
3. Recognize side effects of tobacco, alcohol, and other drugs.
4. Explain the hazards of multiple drug use.

B. What do students need to know about drugs?

1. Describe the therapeutic use of medicine.
2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.
3. Identify the significance of peer pressure and/or role modeling and imitation.
4. Recognize the risks of curiosity and experimentation.
5. Predict the effects of misinformation concerning tobacco, alcohol, and other drugs.
6. Recognize the ways in which tobacco, alcohol, and other drugs affect behavior and self-concept.
7. Define addictive behavior and discuss its effect on the family.
8. Describe the relationship between addiction and genetic predisposition.
9. Define and characterize the symptoms of codependence.
10. Explain the relationship between emotional dissatisfaction and tobacco, alcohol, and other drug use.
11. Illustrate the effects of tobacco, alcohol, and other drug use on athletic ability and artistic creativity.

C. What are the laws pertaining to drugs?

1. Identify and acknowledge federal, state, local, and school laws and policies regarding all aspects of tobacco, alcohol, and other drug use.
2. Define legal and illegal drugs.

D. Where does a student go for help with drug-related problems?

1. Identify community and national hot lines.
2. Identify people to talk to.
3. Identify sources of professional help.
4. Identify community programs and resources.

A. How can one know oneself?

1. Describe personal strengths and weaknesses.
2. Realize personal uniqueness.
3. Identify personal beliefs, values, and feelings.
4. Identify people, places, and events that influence personal lifestyle.
5. Recognize abilities and document achievements.
6. Recognize that parents are primary role models for self-esteem, health, and behavior.

B. How can students relate to others?

1. Communicate thoughts, feelings, and opinions appropriately.
2. Demonstrate assertiveness and refusal skills.
3. Distinguish what individuals can control and what they cannot control.
4. Identify and evaluate ways to cope with family conflict.
5. Identify ways to cope with peer and social pressure to use tobacco, alcohol, and other drugs.
6. Explain the importance of rules and laws.
7. Recognize the importance of participating in family activities.

C. How can students learn to cope?

1. Describe the relationship between stress and tobacco, alcohol, and other drug use.
2. Demonstrate skills for coping with change, success, and failure.
3. Develop personal abilities and interests.

D. How can a student achieve self-responsibility?

1. Identify, develop, and practice effective decision-making skills.
2. Describe the importance of setting realistic personal goals.
3. Relate the importance of friends and role models.
4. Formulate effective strategies for helping others who experience problems.
5. Define self-responsibility.
6. Practice effective listening, reading, and writing skills.
7. Develop effective work/study skills.
8. Practice activities and behaviors that develop self-esteem.

E. What are the best alternatives to drug use?

1. List healthy alternatives to tobacco, alcohol, and other drug use.
2. Participate in local drug-free activities that offer healthy alternatives to tobacco, alcohol, and other drug use.

PLANNING A PROGRAM

Policy and planning are the foundations of a successful drug use prevention program. If the program is to be effective, it must be planned as thoroughly as any academic program, with serious consideration given to training, curriculum, and coordination. A comprehensive plan addresses all of these components in addition to activities, timelines, responsibilities, and resources.

District-Level Planning

Planning for drug use prevention education must occur on several levels—district, campus, departmental/grade, and the individual teacher's level. At each level, the components outlined below for district-level planning are repeated.

- philosophy

  Policymakers, school personnel, and advisors at the district level fashion a position statement that becomes the foundation of the program. To state a philosophy, the team must think through their beliefs about the school's role in drug use prevention. An assessment of the current extent of drug use among students and the possible impact on education is helpful.

- purpose

  The team decides why the district needs a program. Reasons may include such benefits as helping to nurture physically and mentally healthy youth, assisting young people in becoming productive citizens, improving the school climate in areas such as discipline and cooperation, maximizing learning, and reducing the drop-out rate.

- global or long-range goals

  Formulating several goals helps focus the program. Long-range goals may include reducing the number of students who use alcohol and other drugs or providing students the information, life skills training, and support they need to lead drug-free lives.

- policies

  Begin by looking at the policies already in place that are related to drug use prevention such as drop-out prevention policies and discipline management policies. The team may recommend that policies be expanded to promote a comprehensive drug use prevention effort through education and intervention. Disciplinary policies may be expanded to include assistance to troubled students rather than limited to punitive measures.

- a cycle of assessment, specific planning, implementation, and evaluation

  This cycle is a continuing process involving the following steps:

  - assessment

    Review the current state of affairs. Student, parent, and community surveys may help determine the extent of the problem and perceptions regarding the school's role. Learn what resources are available in terms of personnel, funds, materials, and community services. Analyze the current program: what is being done presently and by whom, who has been trained, what materials are being used.

  - planning

    Set measurable goals and objectives for achieving the goals. For each objective, determine appropriate strategies and activities. Designate persons responsible for implementation, set timelines, identify resources, and decide on evaluation procedures. Areas in which goal setting may be appropriate include the following: instruction, training/staff development, student services and support, drug-free youth activities, parental and community involvement, evaluation.

  - implementation

    Carry out the plans, adjusting according to evaluation data, which may be both objective and subjective.

  - evaluation

    In process evaluation, look at whether the objectives were carried out according to plan. In outcome evaluation, look at the long-term effectiveness of the program. Evaluation is part of the continuing process of improving the program.

Campus-Level Planning

The campus level reflects the district's philosophy, purpose, long-range goals, and policies. Teachers on an individual campus also engage in a cycle of assessment, specific planning, implementation, and evaluation appropriate to the needs and capabilities of students at that particular campus.

Most of the interaction among teachers may occur at the departmental or grade level. At this level, an instructional leader coordinates the efforts of the individual teacher and monitors the sequence of instruction. At this

level, teachers share ideas and make decisions about the most effective ways to accomplish their goals. It is important that individual teachers not be isolated—that they share successes, problems, ideas, and needs and that they give feedback to one another. If an effective model for this interaction already is in place, the same model can be applied to drug use prevention education.

Individual Teacher's Planning

At the next level, the individual teacher determines where the classroom lesson fits into the other levels of planning—district, campus, departmental/grade—and develops lesson plans for a specific group of students. These lesson plans are based on the needs and characteristics of that particular student population.

ORGANIZATION OF *ESR II*

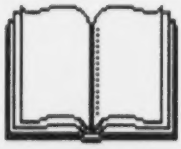
ESR II is divided into four volumes that are designated for prekindergarten-Grade 3, Grades 4-6, Grades 6-8, and Grades 9-12. Each volume stands alone for distribution to appropriate school personnel. Each contains sample age-appropriate lessons along with an introductory section and lists of resources to assist the administrators and teachers of drug use prevention education. To accommodate the various designs of Texas school systems, the sixth- and ninth-grade segments of *ESR II* are reproduced in two volumes.

Each of the four grade-level volumes of the *ESR II* curriculum guide is divided into three sections: (1) introductory materials, (2) sample lessons, (3) resources. The introductory material provides an orientation to the drug-free school effort along with a brief presentation of what can be done at the local level to support this effort. The sample lessons are arranged in order of grade, and the suggested subject areas are identified in the upper right-hand corner of each page by an icon. The lessons are designed to be flexible, independent activities. Many of them can be reproduced as handouts, worksheets, and overhead transparencies.

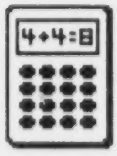
Icons for the subject areas of *ESR II* sample lessons are as follows:

Fine Arts

Health



Language Arts



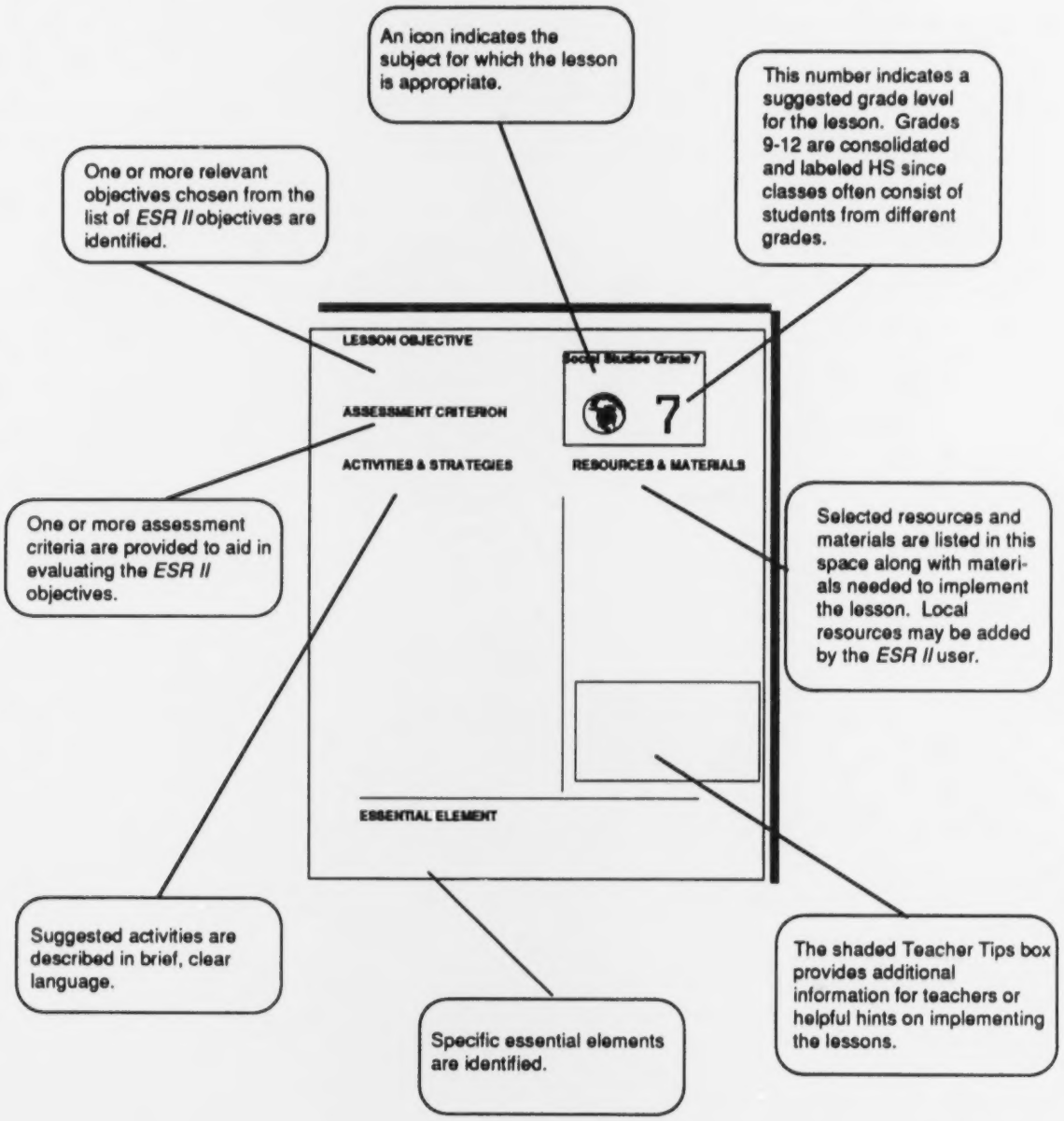
Mathematics

Science

Social Studies

Vocational Education

Using the *ESR II* Sample Lessons


An icon indicates the subject for which the lesson is appropriate.
This number indicates a suggested grade level for the lesson. Grades 9-12 are consolidated and labeled HS since classes often consist of students from different grades.
One or more relevant objectives chosen from the list of *ESR II* objectives are identified.
LESSON OBJECTIVE
Social Studies Grade 7
7
ASSESSMENT CRITERION
ACTIVITIES & STRATEGIES
RESOURCES & MATERIALS
One or more assessment criteria are provided to aid in evaluating the *ESR II* objectives.
Selected resources and materials are listed in this space along with materials needed to implement the lesson. Local resources may be added by the *ESR II* user.
ESSENTIAL ELEMENT
Suggested activities are described in brief, clear language.
The shaded Teacher Tips box provides additional information for teachers or helpful hints on implementing the lessons.
Specific essential elements are identified.

Resources

Appendices at the end of each volume of the curriculum guide include:

- a list of teacher resources (books, government documents, pamphlets, periodicals, and audiovisuals)
- an annotated bibliography of drug education-related publications
- a drug chart
- a glossary of drug-related terms
- a brief statement on Texas laws related to tobacco, alcohol, and other drug use by minors
- a listing of agencies and organizations that provide drug use prevention education materials
- a listing of instructional strategies and products

Scope and Sequence

The scope and sequence chart on pages 19-21 allows the user to see at a glance the overall objectives and goals of the curriculum, prekindergarten-Grade 12. On this chart, dots indicate grade levels where objectives are used in Grades 4-6. Objectives without dots are introduced at higher grade levels.

ESR II is purposefully designed as a drug use prevention curriculum guide that will be helpful to teachers who have many demands on their time. The guide includes sample lessons with suggested activities that are cross-referenced with the required essential elements found in Title 19, Chapter 75 of the Texas Administrative Code.

ESR II Scope and Sequence

I. Major Objective: Understanding the Consequences

Goal: Awareness of the impact of drug use on the individual, family members, friends, and community.

	6	7	8
A. Impact on the individual			
1. physiological and psychological effects of tobacco, alcohol, and other drugs (TAOD)	●	●	●
2. effects on self-esteem	●	●	●
3. effects on interpersonal communication and relationships	●	●	●
4. effects on academic and work performance	●	●	●
5. effects on personal judgment and decision making	●	●	●
6. financial consequences of TAOD use	●	●	●
7. legal consequences of TAOD use			●
B. Impact of drug use on the family in the following areas:			
1. emotional stress	●	●	●
2. physical and emotional consequences		●	
3. relationships	●		●
4. chemically dependent family member		●	●
5. academic and work performance of family members			
6. financial status	●	●	
7. legal responsibility for minors		●	●
C. Impact of drug use on friends			
1. potential risks of choosing friends who use drugs	●	●	●
2. effects of drug use on interpersonal relationships		●	●
3. effects of drug-related financial/legal problems on one's friends	●	●	
4. ways to encourage friends not to use tobacco, alcohol, and other drugs	●	●	●
D. Impact of drug use on the community			
1. need for treatment facilities	●		
2. effects of drug use on crime and the economy	●		●
3. drug-related public health problems		●	●
4. spread of communicable diseases	●		

II. Major Objective: Learning the Facts

Goal: Understanding the medical and legal hazards of legal/illegal drug use.

	6	7	8
A. Description of a drug			
1. types of drugs, medicines, and abused substances	●	●	
2. primary effects of tobacco, alcohol, and other drugs	●	●	
3. side effects of tobacco, alcohol, and other drugs			
4. hazards of multiple drug use	●	●	●
B. What students need to know about drugs			
1. therapeutic use of medicine	●		
2. media presentation of tobacco, alcohol, and other drug use	●		
3. significance of peer pressure/imitation	●		
4. risks of experimentation		●	●
5. effects of misinformation	●	●	●
6. ways drug use affects behavior and self-concept			
7. addictive behavior and its effect on the family		●	●
8. relationship between addiction and genetic predisposition			●
9. symptoms of codependence		●	●
10. effects of emotional dissatisfaction on drug use	●		
11. effects of drug use on athletic ability and artistic creativity	●	●	●
C. Laws pertaining to drugs			
1. school laws and policies pertaining to drug use	●	●	●
2. definition of legal and illegal drugs	●		
D. Sources of help for students with drug-related problems			
1. community and national hot lines	●	●	●
2. individuals	●	●	●
3. professional help	●		●
4. community resources	●		●

III. Major Objective: Taking Action

Goal: Development of communication and coping skills that expand knowledge of oneself and of alternatives to drug use.

	6	7	8
A. Knowing oneself			
1. personal strengths and weaknesses	●	●	●
2. personal uniqueness	●	●	●
3. personal beliefs, values, and feelings	●	●	●
4. influences on personal lifestyle	●	●	●
5. abilities and achievements		●	●
6. parents: primary role models for self-esteem, health, and behavior		●	●
B. Relating to others			
1. communication of thoughts, feelings, and opinions	●	●	●
2. assertiveness and refusal skills	●	●	●
3. what one can/cannot control		●	●
4. ways to cope with family conflict			
5. ways to cope with peer pressure	●	●	●
6. importance of rules and laws	●		●
7. participation in family activities		●	
C. Learning to cope			
1. relationship between stress and drug use	●	●	●
2. skills for coping with change, success, and failure	●	●	●
3. personal abilities and interests	●		
D. Achieving self-responsibility			
1. effective decision-making skills	●	●	●
2. realistic personal goals	●	●	●
3. importance of friends and role models	●	●	●
4. strategies for helping others	●		
5. definition of self-responsibility		●	●
6. development of effective communication skills	●	●	●
7. development of effective work/study habits			
8. behaviors and activities that promote self-esteem	●	●	●
E. Alternatives to drug use			
1. healthy alternatives	●	●	●
2. participation in drug-free alternatives	●	●	●

TRAINING

An important aspect of any curriculum implementation effort is training those who will be involved in the effort. In the case of tobacco, alcohol, and other drug use prevention, such training is essential and should be provided for:

- school board members
- administrators (including athletic directors)
- teachers and coaches
- counselors, librarians, and nurses
- cafeteria workers, bus drivers, custodians, and other support staff who have direct contact with students

Training for school personnel should address the following:

- the extent of tobacco, alcohol, and other drug use among students
- harmful effects of drug use, including effects on school performance
- the school district's policy regarding drug use
- the school's role in prevention, intervention, and support
- an overview of the district's drug use prevention program including the education component
- chemical dependency as an illness
- special needs and problems of the student who has a chemically dependent family member
- how to recognize symptoms of drug-related problems
- the district's plan for helping troubled students, and how to refer students for help
- the importance of community support and involvement

Individuals charged with the responsibility for instruction in drug use prevention should receive additional training in the following areas:

- major drugs; their effects on the body; effects on the physical, social, and psychological development of young people; and addictive properties
- factors that make persons high risk for drug use
- history of drug use prevention efforts in Texas schools, contrasting past methods with current approaches
- drug use prevention education as part of comprehensive health education
- explanation of the interdisciplinary approach, stressing the need for coordination
- ideas on how to use the team approach to teach the curriculum
- philosophical framework of *ESR II* (no-use stance as opposed to responsible use)
- organization of the curriculum guide, including the purpose of combining information, skills, and support
- specific instructions on how teachers can use the curriculum guide, including illustrations of techniques such as role playing and methods of teaching decision-making skills

- skills in lesson closure to reinforce the message that illicit drug use is wrong and harmful
- descriptions of a variety of evaluation techniques appropriate for gauging the effectiveness of instruction

RED FLAGS

Over the years, the experience of drug use prevention specialists and research studies have identified some activities and actions that should be avoided when conducting drug use prevention education. These red flags include:

Trivializing drug use prevention.
Drug use prevention must be treated as a valued course of study, not as supplemental subject matter. *ESR II* activities should be integrated into regular lesson plans and included as a part of graded activities.

Using guest speakers who are recovering addicts.
Students should be exposed to successful adults who have not used drugs. Speeches by former addicts and pushers may make a strong antidrug impression on adults, but students often receive totally opposite messages. For example, students may be impressed with the idea that a person can use drugs and still be perceived as a successful, even famous, adult. Recovering users may be invited to assist with the drug prevention effort by working with students who themselves are recovering users. Healthy role models should be involved in the program at every opportunity.

Engaging in teacher self-disclosure.
Personal revelation by teachers or students should not be encouraged as a means of stimulating classroom discussion. Honest dialogue is an important aspect of prevention education, and students should be encouraged to strengthen their thinking skills by considering real-life dilemmas they will face. Asking for personal revelations by students and teachers puts many students in situations for which they are not prepared.

Grouping students according to drug use behavior.
When conducting group activities, randomly select members for each group. Research indicates that students who associate with drug users tend to use drugs. Therefore, allowing students to choose their own groups may inadvertently promote drug use.

Teaching how to use drugs under the guise of informing about drugs.
Discussions of how drugs make people feel may stimulate curiosity and encourage experimentation. Likewise, demonstrating drug paraphernalia serves no prevention purpose.

Sensationalizing the drug epidemic.
Consider your students' ability to handle the information you are presenting. While scare tactics may generate attention, such tactics are not a useful prevention strategy. Young people usually do not internalize sensational messages.

RECOMMENDATIONS FOR USING *ESR II*

When planning the implementation of *ESR II* at the individual teacher's level, the first step is to familiarize yourself with the philosophy pertaining to drug use prevention in the curriculum guide and in district- and campus-level plans.

The recommended procedure for using *ESR II* is as follows:

- Read through the introductory section to gain a broad understanding of Texas' overall effort to address the problem of drug use by students.
- Scan the sample lessons and resources to get an idea of what is included.
- Identify any personal weaknesses in preparation for teaching prevention of drug use and initiate plans to strengthen skills and knowledge in those areas.
- Develop a plan of implementation. In doing so, consult with teachers of all grade levels. Build grade-level files. Such plans will contribute to the continuity of the experiences students have from grade to grade.
- Plan your lessons. Based on the characteristics of your class, the materials available to you, and your personal judgment, select the lessons and activities you will teach.
- Understand that lessons may have one or more activities. Activities take varying amounts of time. All activities on a sample lesson page do not need to be completed in one lesson period.
- Arrange for any additional materials needed to conduct the lessons.
- Teach prevention of drug use as an integral part of your regular class.
- Involve the school librarian in screening and selecting materials.

USING OTHER CURRICULAR MATERIALS

ESR II is not meant to replace but rather to enhance your present drug education efforts. You should ensure, however, that all curricular efforts convey the same message—that drug use is illegal and harmful and must be avoided. Consider the following criteria when planning a drug prevention education program and choosing additional curricular materials:

- Do the materials clearly supplement the existing curriculum? Any new curriculum materials should integrate easily into the overall academic effort of the school, rather than be add-on activities that use precious academic time.

- Do the materials begin with early childhood and carry through to high school? Drug use prevention must begin early and be continued through all age levels. Programs that target only one period in a student's life run the obvious risk of missing productive windows of teaching opportunity that occur throughout a student's career.

- Do the materials have a resounding no-use message? A consistent problem of many well-intentioned drug use prevention programs is a subtle message that "responsible use" is a commendable result. It is essential that the only message conveyed by the schools is a no-use message. A curriculum should consistently and clearly emphasize that drug use is illegal and harmful and that the absolute goal of the program is "no use."

- Do the materials fit into the comprehensive health program? Health education and health promotion at the school involve more than health instruction. They involve health services for students as well as the overall healthiness of the school environment.

- Are the materials culturally sensitive? Public schools serve students from diverse cultures. Materials used must take into account the variety of student backgrounds and traditions present in the classroom. (See pages 36-37.)

- Are the materials founded on solid research? Only materials and activities that have been developed with a full understanding of current research related to drug use prevention should be considered.

- Are the materials current, state-of-the-art material? Careful attention must be given to purging classroom resources and library materials of out-of-date information relating to drugs and drug use.

EVALUATION

Principles of good evaluation are applicable to drug use prevention education just as they are to any academic area. The personnel involved in drug use prevention education must remember that the purpose of all evaluation efforts is to help a program succeed. Evaluation demonstrates success or the need for future revision or expansion of prevention efforts. In essence, the process of evaluation involves asking critical questions about student behavior, about the *ESR II* curriculum, and about the overall drug use prevention effort of the school. Once the questions have been identified, evaluation involves gathering data to address each question. The final step involves changing the program based on the information gathered. The term *evaluation* implies that an informed decision about programming can be made.

Evaluating Student Drug Use

To assess the scope of the drug use problem at their schools, teachers, administrators, and parents should determine the answers to the following questions:

Can students:
- describe the consequences of drug use?
- relate the facts about tobacco, alcohol, and other drugs?
- recognize what happens physically, psychologically, and socially to individuals who use drugs?
- explain that tobacco, alcohol, and other drug use is illegal and harmful?
- identify the effects of peer influence?

Are students:
- taking action to resist the use of these substances?
- developing healthy attitudes?
- resolving to stay drug free?

If students have already become involved with these substances, are they seeking help and turning away from them?

Do students:
- demonstrate positive self-esteem?
- engage in self-responsible behavior?
- have networks of nonusing friends?
- demonstrate negative attitudes toward peer drug use?
- demonstrate negative attitudes toward use of tobacco, alcohol, and other drugs?
- abstain from using tobacco, alcohol, and other drugs?

Evaluating *ESR II*

To know the answers to these and other questions, schools must gather data through pretests. Change in student behavior and attitudes can be measured through posttests. Data can also be collected through regular class evaluation.

Evaluation of *ESR II* is critical. Fundamental questions are as follows:

- Is there an overall plan and coordinated effort for instruction in drug use prevention? Is *ESR II* being implemented as proposed?

- Are teachers:
  - using the lessons provided?
  - integrating the lessons into their subject matter as designed?
  - creating their own drug use prevention lessons?
  - knowledgeable enough to implement the lessons as designed?

- Is adequate and practical staff training being conducted?

- Do training sessions:
  - reach the entire staff?
  - present adequate information and skills to enhance a teacher's ability to implement the *ESR //* lessons? Is the information adequate and are the instructors qualified?
  - anticipate problems that might arise in actual classroom use?

Evaluating the Comprehensive Drug Use Prevention Effort

The U.S. Department of Education's Regional Centers for Drug-Free Schools and Communities recommend the indicators listed below for evaluating the impact of schoolwide prevention programs.

To what extent does the student body participate in alternative activities to tobacco, alcohol, and other drug use such as:
- prevention and intervention programs?
- peer leadership programs?
- volunteerism?
- drug-free activities, events, and parties (e.g., Project Graduation)?
- teen clubs?
- peer assistance?

To what extent does the student body exhibit positive changes in education/schooling behaviors such as:
- academic achievement?
- high school graduation rates?
- participation in sports and extracurricular activities at school?
- school attendance?
- willingness to serve as peer tutors?

What changes can be documented in youth-related statistics such as:
- admissions for detoxification?
- alcohol/drug referrals?
- alcohol/drug-related hospital admissions?
- arrests?
- deaths among children and youth?
- DUI/DWI?
- liquor law violations?
- suicides and attempted suicides?
- traffic fatalities?
- use of tobacco, alcohol, and other drugs?

What changes can be documented in school-related statistics such as:
- alcohol/drug related disciplinary referrals?
- dropouts?
- expulsions?
- suspensions?
- tardiness?
- truancy/school absenteeism?

- vandalism?

These evaluation indicators are for the school as a whole. Each component of the drug use prevention program should be evaluated separately. No one component, including the curriculum, can be held solely accountable for the success or failure of a schoolwide drug use prevention effort.

When a school initiates an aggressive drug use prevention program, some changes such as an increase in referrals and admissions may be perceived as negative. Such changes, however, may indicate the program's success. Statistical data must be interpreted carefully in program evaluation.

Modifying *ESR II* for Special Populations

Drug use is a social problem crossing all lines of race, socioeconomic status, sex, education levels, learning levels, academic abilities, and maturation levels. All students who are capable of learning and understanding must be taught the facts and skills necessary to avoid the use of tobacco, alcohol, and other drugs. Teachers should teach and students should master these concepts and related objectives in the same way that they teach and master other more conventional concepts and objectives.

Special populations include students with handicaps, students who are having academic difficulty, students who are bilingual, students who possess limited English proficiency, students from migrant families, and students who are gifted and talented. What these students have in common, despite their differences, is a need for alternative approaches to instruction in the classroom. For one reason or another, regular classroom teaching strategies are generally inadequate for them.

A major goal of any education program is to provide all students with opportunities to advance to the full extent of their abilities. The state-mandated curriculum now ensures a well-balanced single curriculum of instruction for all students regardless of special need or condition. Instruction for students with special needs includes the same essential elements as instruction given to general education students.

Special program personnel and regular instructional personnel are jointly responsible for the cooperative delivery of effective instruction. In school district programs for students identified as having special needs, these educators modify the method of instruction, pacing, and materials as necessary to provide these students the opportunity of learning the essential elements.

SPECIAL EDUCATION

Handicapped students may be at greater risk of pressure to use drugs than other students since they may be vulnerable to exploitation, may have low self-esteem, or may feel a strong need for acceptance. Since special education students do not always understand the risks posed by peer pressure, high-risk environments, and exploitation by pushers, educators must provide careful instruction in sound prevention methods.

Handicapped students may be able to fulfill the same curriculum requirements as their nonhandicapped peers. However, they may require modified content, testing methods, instructional methods, materials, pacing, and other attention regarding tobacco, alcohol, and other drug prevention education.

Teaching drug use prevention to mainstreamed special education students can be particularly challenging. These students may have significant gaps in drug prevention knowledge if they have not had classes such as health, physical education, and science in which essential elements of

an integrated prevention curriculum are taught. Class schedules of special education students should be monitored to assure that these students are receiving adequate prevention education. This issue should also be addressed in each student's Individual Education Plan (IEP).

Educators should be sensitive to the needs of handicapped students who rely on medicines and life support mechanisms. These students must not be made to feel that something is wrong with them because of their dependence on the medications or machines. Likewise, they must not be led to feel that their condition may be a product of, or affected by, their parents' use of harmful drugs.

Teachers should modify methods of presenting *ESR II* materials when necessary. Rather than teaching activities that require reading skills, the teacher can select activities that make use of posters, charts, drawings, and flannelboard designs. Instruction can be delivered to hearing impaired students through sign language and to the severely visually handicapped through Braille. If students have handicaps that impair judgment, a direct instructional approach may be best.

Complex lessons with special vocabulary and complicated language patterns or difficult illustrations should be avoided. Other possible modifications include the following:

- supply supportive instruction and reinforcement while using the same materials as for nonhandicapped students
- provide special instructional materials or media to reinforce concepts presented in nonhandicapped classes
- furnish adaptive methods to assess a student's knowledge of the subject area or essential elements in the standard courses
- summarize key points before starting an assignment
- match the content and delivery with the developmental level of the learner
- give instructions through several channels such as written and oral demonstration
- repeat instructions; provide more detailed directions
- change the pace of presentation
- ask leading questions as work progresses
- use progress charts and informal individual feedback interviews
- assign oral presentations, reports, and projects
- allow more time for assignments
- establish a buddy system within the classroom to provide assistance
- use peer tutors to assist handicapped students
- use group assignments
- use tape-recorded material so that students can listen and follow along in the written text; record instructions and assignments

COMPENSATORY EDUCATION

Compensatory instruction is targeted for students who are having academic difficulty in English language arts, mathematics, science, and/or social studies. Other students who may require remedial or compensatory instruction include migrant students, students whose primary language is not English, and prekindergarten or kindergarten children who have been identified as having developmental needs.

Compensatory instruction should extend and reinforce the regular program of instruction. Drug use prevention instruction for students in this category should be:

- based on each student's functional instructional level
- modified as necessary to accommodate methodologies, pacing, and materials
- designed to include the essential elements

Some students in this category may need assistance with a single concept or skill, while others may be functioning significantly below the age or grade level of their peers and therefore require more attention. Modifications of learning styles and materials should be initiated as needed. Teachers of students with special needs should:

- identify specific skill needs to ensure that instruction is directed toward specific skill and concept deficits
- identify specific learning modalities and styles
- identify alternate instructional strategies
- compare appropriateness of the material and activities with the student's reading and maturity level

All instruction and activities should repeatedly emphasize that alcohol and drug use is illegal and harmful. Instruction should help students understand the consequences of drug use, learn the facts about drug use, and take action to avoid tobacco, alcohol, and other drug use.

Special remedial and compensatory alternatives are available such as tutorials, special teachers to provide additional time on task, reading improvement courses, locally developed study skills courses, coaching, summer school, and counseling. The regular teacher and any other teacher who provides remedial or compensatory instruction in addition to regular classroom instruction should plan and coordinate instructional activities using a team approach. Instructional personnel should have training in teaching tobacco, alcohol, and other drug use prevention. Teachers should ensure that no gaps occur in students' instruction in drug use prevention.

Regular instructional personnel and special personnel involved in the compensatory education program should work together to apply the same principles in the drug use prevention instruction as in other teaching. To be effective, the educators will:

- determine each student's instructional level and identify specific skill needs
- jointly design and implement lesson plans

- adapt or modify instruction based on continuous assessment of student progress
- use small-group instruction for students with the same skill needs
- limit independent activities to shorter periods of time
- ensure close monitoring of practice activities to prevent repetition of misunderstandings
- use concrete activities to teach skills and concepts
- use cross-age tutors, adult tutors, and peer tutors for one-on-one reinforcement
- arrange for adult coaches who can serve as mentors

BILINGUAL EDUCATION

To ensure that the goals of *ESR II* are met for limited English proficient (LEP) students, administrators and teachers must design a program equivalent to that provided for native speakers. LEP students must have the opportunity to learn and use materials that develop expanded meanings of language, build vocabulary, and teach word recognition and comprehension techniques. In addition, LEP students must be informed about school policies on alcohol and drug use and taught that the use of these substances is illegal and harmful. To prevent feelings of isolation and low self-esteem that may result from a lack of proficiency in English, they also should be given frequent opportunities to participate in drug use prevention activities provided at the school and in the community. Positive attitudes in these activities can lead the students to experience success and consequently improve their self-esteem.

Bilingual- or English as a Second Language (ESL)-certified instructors can team with personnel on emergency teaching permits to develop supplementary programs for LEP students. Parent volunteers and paraprofessionals can work with regular instructional personnel cooperatively to deliver the needed programs.

While modification of the instructional program involves changing the language in which the content is conveyed, the scope of the curriculum should remain the same. In an ESL program, the sequence in which the essential elements are presented can be modified to accommodate students' progress in acquiring English language skills. Emphasis on oral and visual stimuli aids students in grasping the concepts that English-speaking students develop by writing.

More specifically, the teacher can help students build card files and glossaries on needed drug education vocabulary, present the same information through a variety of different charts and visuals, encourage students to underline key words or important facts in their written assignments, and encourage categorizing of drug education words and information into meaningful groups. Teachers can also pair students for team learning.

In an ESL program, pacing modifications should be based on vocabulary concept development while in a bilingual program, dual language instruction enables teachers to use a process approach to the content area. In addition, teachers can explain special vocabulary terms in the students' native language; write instructions using short, simple sentences; limit the number of problems that must be worked; record activities for independent listening assignments; de-emphasize speed; and emphasize accuracy of work. Teachers can also ask open-ended questions to allow students practice in thinking and speaking. Homework assignments should include tasks that require a short reading time. Teachers should recognize that the students' parents may not speak English and that families may have few materials at home to support learning activities.

Materials, whether state-adopted textbooks in Spanish, teacher-made lessons, or district-developed aids to instruction, should be modified to meet the students' academic needs. The teacher can provide pictures to illustrate new words, offer a variety of reference materials at the students' instructional levels for independent work, use a variety of activities from lower grade levels such as games to be played by pairs of students or small groups, and maintain a library of supplementary books and workbooks written in simple English that offer additional illustrations for problems. Teachers can also use diagrams and drawings as aids to identifying concepts and seeing relationships; they can support reading by providing films, records, filmstrips, and other materials that may be used independently or in small groups.

MIGRANT STUDENTS

Effectively teaching drug use prevention to migrant students is a challenge to many districts and individual schools. Thorough, careful analysis and diagnosis are needed to determine the exact nature of these students' needs. Districts must determine whether migrant needs are due to lack of experience, lack of time on task, or need for remediation. An accurate assessment is essential in order to adapt the content of the curriculum, methods of instruction, and the direction of the drug use prevention program to meet migrant students' needs.

Migrant students are often limited in English proficiency, require compensatory and remedial assistance, or need enrichment activities to be challenged adequately. Teachers also should be aware of other unique needs of migrant students. These students sometimes attend school part-time, from six to seven months, or they may attend school for the full year. In either situation, gaps in their education are usually apparent. An assessment of their knowledge and understanding of tobacco, alcohol, and other drug use prevention skills is essential before beginning the drug use prevention program.

Teachers can extract vital educational information concerning individual migrant students from the Migrant Student Record Transfer System (MSRTS). The MSRTS reports credits earned in courses and partial work

completed. If migrant counselors are available, they can assist teachers in planning instructional programs for migrant students. Continuity of instruction and provision of intensive remediation are two important ways in which teachers can provide an opportunity for migrant students to learn the essential elements. School districts can share information by using a checklist indicating which essential elements have been taught, which need to be reinforced, and which require further instruction.

Care must be taken by teachers and administrators to provide adequate information regarding the school's substance abuse policies to migrant students and their parents even if they arrive at the school after a semester has begun.

The following list suggests ways that teachers can modify *ESR II* for migrant students:

- Assess the students' instructional levels through informal testing.
- Select and highlight the most important activities that help explain and give vocabulary to the essential elements.
- Prepare brief outlines of units to be studied and highlight important topics related to tobacco, alcohol, and other drug use prevention.
- For elementary students, build independent units that can be rearranged as needed to cover areas that the students have not been taught.
- Establish a buddy system for recording and reporting data and for completing assignments.
- Provide migrant students with oral tests and/or tape-recorded lessons when appropriate.
- Use a group language experience approach for oral language development.
- Allow the students to bring their own culture into the classroom by incorporating it into the content of the course.
- Capitalize on students' experiences of travel, work, and different family structure.
- Provide mentors for gifted migrant students who show ability and interest in a certain field, especially in tobacco, alcohol, or other drug use prevention.
- Assign homework and course projects that are relevant to the migrant student.
- Allow opportunities for independent work that can be completed through prepared independent units of study.
- Use tutors to supplement instruction; keep student/teacher, aide, or peer ratio low.
- Establish extra classes in the evening, on weekends, and during the summer.
- Provide computer-assisted instruction for remedial and enrichment purposes.
- Assess facets of the students' migrant experience that can help them rapidly grasp and master certain essential elements.

- Modify textbook and other reading passages to an appropriate reading level.
- Make use of high-interest, low-reading level materials.

Educators may also use suggestions from the Compensatory Education, Bilingual Education, and Gifted and Talented Education sections of this curriculum guide to plan an effective instructional program for migrant students.

GIFTED/TALENTED STUDENTS

An understanding of the needs and characteristics of gifted/talented students is the first step in adapting the *ESR II* curriculum guide for these students. Programs for gifted students modify or differentiate the curriculum used in the standard classroom, regardless of content area. This does not imply that the curriculum is different, but rather that it accelerates, expands, or enriches the regular curriculum to suit the needs of the gifted learner. This is in keeping with Title 19, Chapter 75 of the Texas Administrative Code, which suggests that districts use these techniques when modifying the curriculum for gifted students.

Differentiation of the curriculum takes place in three areas. A differentiated curriculum contains in-depth content studies, which are joined with sophisticated process skill development, to result in sophisticated product development.

Any drug use prevention education program for gifted students must be based on the drug education curriculum for all students, because all students face the same risk when it comes to drug use. Gifted/talented students are sometimes treated as if their intellectual and creative abilities negate the need for basic prevention education and normal monitoring. This is not true. Because many gifted/talented students are served in pull-out programs or in special resource rooms, administrators and teachers must plan carefully to ensure that gaps in mastery of basic skills do not occur.

Differentiation of the drug use prevention curriculum can be effective in every subject or course area and at all grade levels. Gifted students should first be involved at the knowledge level. Facts regarding the negative effects of tobacco, alcohol, and other drugs and skills to avoid their use can be taught through direct instruction and through films, books, pamphlets, periodicals, and resource individuals. At the appropriate time, administrators and teachers can accelerate, expand, and enrich the program by including activities that encourage students to:

- apply critical thinking and analysis skills to writing questions related to tobacco, alcohol, and other drug prevention for a unit of study using Bloom's taxonomy
- sharpen creative thinking and communication skills by creating plays, poems, ads, slogans, posters, stories, and books for prevention strategies and activities

- apply knowledge regarding the prevention of tobacco, alcohol, and other drug use by preparing brainteasers and puzzles to be used in a puzzle book for other students
- plan and present an assembly about drug use prevention using songs, skits, poems, and choral readings they have developed
- increase research skills by having students choose a topic related to drug use, state a thesis, conduct research, and then present findings in the form of a creative display or product
- develop leadership skills by planning and conducting an antidrug campaign in the school or by organizing a drug use prevention club
- develop an independent study project focusing on a topic related to tobacco, alcohol, or other drug use prevention

Other modified or differentiated activities for gifted students can include:
- designing and setting up a learning center related to drug use prevention
- planning, scheduling, and providing follow-up activities for an in-class presentation by a local legislator, law enforcement officer, or an expert in drug use prevention
- writing a new legislative bill related to drug use prevention
- publishing a school newsletter for tobacco, alcohol, and other drug use prevention
- planning for and conducting a school survey about drug use prevention and presenting the findings to the school
- conducting research on the impact of drug use on the penal system

Gifted students can be encouraged to practice commitment to and responsibility for community involvement by:
- serving on a community task force for drug use prevention
- giving presentations on drug use prevention to churches, service organizations, parent groups, and meetings of business groups

MULTICULTURAL SENSITIVITY

Multicultural education helps prepare young people to be productive and sensitive citizens of a multicultural nation. Without a doubt, Texans live in a multicultural society. From school to work to play, Texans constantly deal with multicultural attitudes, beliefs, and interests. Therefore, all educators in the state, and particularly those in drug education, need to be sensitive to the precepts of multicultural education.

Through formal and informal multicultural approaches, drug educators can develop and promote the kind of multicultural sensitivity that needs to become an integral part of every teacher's skills and repertoire. State Board of Education rules provide a basis for such approaches. Title 19, Part II of the Texas Administrative Code of Statutory Citations, Chapter 97, Subchapter B, Principal V (97-25), Standard 3 states, "The district's curriculum is adapted appropriately to meet the needs of all students, including those in special education and special populations."

In addition to rules that point toward multicultural education and sensitivity, an important humane consideration is obvious. We can better reach students when we teach the whole child. To teach the whole child, we need to understand, accept, and incorporate cultural differences into the classroom setting. For example, we need to understand that when Asian immigrant students are addressed by the teacher, they lower their eyes out of respect, not disrespect. Hispanics often prefer group work and consensus to individual performance. Black children from the traditional rural South often prefer oral tradition and group decision making as opposed to other styles of learning. Insight about these and numerous other cultural differences can help a teacher accept the challenge and responsibility to be a caring, professional educator.

Students of many cultures scattered throughout Texas in large urban school districts and smaller rural schools will respond well to teaching techniques that give consideration to the differences of students' backgrounds and experiences. This approach is especially appropriate in drug education, since teaching responsibility works best when the student's background and experiences are recognized and utilized.

Inservice and training are useful in increasing teacher awareness and sensitivity, but simply being cognizant of one's classroom and school environment can do a great deal to promote understanding of multicultural issues.

The following are a few specific strategies and suggestions that encourage multicultural sensitivity:*

- Realize that students are influenced greatly by personal relationships and praise or disapproval.
- Teach to oral language strengths in both speaking and listening.
- Utilize many students' desire to work cooperatively.
- Provide whole group and tutorial instruction.
- Be a willing learner, a student of their culture.
- Show that you respect students and their culture.
- Form individual relationships with students. Learn to spell and pronounce their names correctly.
- Realize that once you have been accepted, you will become an active role model.
- Do everything possible to enhance self-concept.
- Expect your students to succeed; believe they are capable of achievement.
- Do not think of multicultural education as remedial or compensatory.
- Do not make learning competitive.
- Evaluate holistically in terms of individual growth.

* These and other strategies are listed in "Toward a Rationale for a Supervisory Model of Instruction in Multi-Cultural Student Populations or Sweathogs Won't Bite" by Catherine A. Baker. (ERIC Document No. 246005)

Risk Factors for Adolescent Drug Use

Risk factors for adolescent drug use have been compiled by Drs. J. David Hawkins and Richard F. Catalano who identified the factors after extensive review of research findings related to adolescent drug use. The excerpt on pages 39-44 is from their work with the University of Washington Social Development Research Group, School of Social Work, and is reprinted with permission.

Just as medical researchers have found risk factors for heart attacks such as a diet high in fats, lack of exercise, and smoking, our research has defined a set of risk factors for teenage drug abuse. These risk factors should be interpreted like risk factors for any other disease. We know that the more risk factors for heart disease present, the greater the likelihood a person will suffer a heart attack. This is true with risk factors for adolescent drug abuse as well. The more risk factors present, the greater the chances that a young person will develop a drug problem.

The broad cultural, economic, and social context in which children develop affects their risk for drug use.

What are the risk factors for teenage drug abuse?

1. **Economic and Social Deprivation**

   Children from families who experience social isolation, extreme poverty, and poor living conditions are at elevated risk of chronic drug abuse.

2. **Low Neighborhood Attachment and Community Disorganization**

   Neighborhoods with a high population density, high rates of crime, and lack of natural surveillance of public places have high rates of juvenile delinquency as well. Research has also found that attachment to neighborhood is a factor in inhibiting crime.

   Studies have shown that neighborhood disorganization is a factor in the breakdown of the ability of traditional social units, such as families, to provide pro-social values to youth. When this occurs there is an increase in delinquency and recidivism in these communities.

   It is likely disorganized communities have less ability to limit drug use among adolescents as well.

3. **Transitions and Mobility**

   Transitions, such as those between elementary and middle or junior high school, and residential moves, are associated with increased rates of antisocial adolescent behavior, including rates of drug initiation and frequency of use.

4. **Community Laws and Norms Favorable Toward Drug Use**

Communities with laws favorable to drug use, such as low drinking ages and low taxes on alcohol, have higher rates of alcohol-related traffic fatalities and deaths due to cirrhosis of the liver. The availability of alcohol and illegal drugs is associated with use. Research has shown that greater drug availability in schools increases the use of drugs beyond other risk characteristics of individuals. Community attitudes favorable toward teenage drug use increase the risk of drug abuse. Individual and social factors in the immediate environment also influence risk for drug abuse.

5. **Family History of Alcoholism**

When children are born to or raised by an alcoholic parent, their risk of abusing drugs is increased. For boys, this increased risk is a result of both genetic and environmental factors. Sons of alcoholic fathers are up to four times more likely to abuse alcohol than boys without an alcoholic father, even if not raised by that father. For both boys and girls, alcoholic parents provide a powerful role model for drinking that influences children's behavior.

6. **Family Management Problems**

Poor family management practices increase the risk that children will abuse drugs. Research has shown that in families where expectations are unclear or inconsistent, where there is poor monitoring of children's whereabouts and behavior, where children are seldom praised for doing well, and where punishment is inconsistent or excessive, there is greater risk that children will develop drug abuse problems.

Children who grow up in homes where rules are not clearly stated and enforced have difficulty knowing what is expected of them. If they are not consistently recognized for their positive efforts and for doing well, then children fail to learn that their good behavior makes a difference. Similarly, if they are not consistently and appropriately disciplined for breaking family rules, then they don't experience the security of knowing right from wrong and are less likely to develop their own good judgment.

Bonding to families and attachment to parents have been shown to be negatively related to drug use. In order to make good decisions about their behavior, children need clear guidelines for acceptable and unacceptable behavior from their family. They need to be taught basic skills, and they need to be provided with consistent support and recognition for acceptable behaviors as well as consistent

but appropriate punishment for unacceptable behaviors. They also need to know that their parents care enough to monitor their behavior so that rewards and consequences are applied fairly.

7. **Early Antisocial Behavior**

A relationship has been found between male aggressiveness in kindergarten through second grade and delinquency and teenage drug abuse. The risk is especially significant when this aggressiveness is coupled with shyness and withdrawal. About 40% of boys with serious aggressive behavior problems in early elementary grades will develop delinquency and drug problems as teenagers.

8. **Parental Drug Use and Positive Attitudes Toward Use**

If family members use illegal drugs around children, if there is heavy recreational drinking in the home, or if adults in the family involve their children in their drinking or other drug use, such as asking a child to get a beer or light a cigarette, the children have an increased risk of developing problems with alcohol and other drugs.

Parents' attitudes about teenagers' use of alcohol seem to influence their children's use of other drugs as well. A survey of ninth grade children in King County [Washington] showed that those children whose parents approved of teenage drinking under parental supervision were more likely to have used marijuana and to be using marijuana in ninth grade, than were children of parents who disapproved of supervised teenage drinking at home. Parental approval of children's moderate drinking, even under parental supervision, appeared to increase the risk of children's use of marijuana.

9. **Academic Failure**

Children who do poorly in school beginning in approximately the fourth grade have an increased risk of abusing drugs. Children who fail in school for whatever reason—boredom, lack of ability, a mismatch with a poorly skilled teacher—are more likely to experiment early with drugs and to become regular users of drugs in adolescence.

10. **Little Commitment to School**

Children who are not bonded to school for whatever reason are more likely to engage in drug use. The annual surveys of high school seniors by Johnston, Bachman and O'Malley show that the use of strong drugs like cocaine, stimulants, and hallucinogens remains significantly lower among high school students who expect to go to college. Drug users are more likely to be absent from school, to cut

classes, and to perform poorly than nonusers. Factors such as how much students like school, time spent on homework, and perception of the relevance of coursework are also related to levels of drug use.

11. Alienation, Rebelliousness, Lack of Social Bonding

In middle or junior high school, those students who rebel against authority, particularly their parents and school officials, and who do not attend church tend to be at higher risk for drug abuse than those who are bonded to the primary social groups of family, school, church, and community.

12. Antisocial Behavior in Early Adolescence

This risk factor includes a wide variety of antisocial behaviors including school misbehavior and a low sense of social responsibility. Fighting, skipping school, and general aggressiveness have been shown to be related to drug abuse.

13. Friends Who Use Drugs

Association with drug-using friends during adolescence is among the strongest predictors of adolescent drug use. The evidence is clear that initiation into drug use happens most frequently through the influence of close friends rather than from drug offers from strangers. This means that even children who grow up without other risk factors but who associate with children who use drugs are at an increased risk for drug use and developing problems with drugs. This risk factor underscores the power of peer influence on teenagers.

14. Favorable Attitudes Toward Drug Use

Children in late elementary school often have very strong negative feelings against drugs. Yet by the time these children enter junior high school, they may begin associating with peers who use drugs, and their attitude can quickly change. This shift in attitude often comes just before children begin to experiment with alcohol or other drugs.

Research has shown that initiation into the use of substances is preceded by values to substance use.

15. Early First Use

Early onset of drug use predicts subsequent misuse of drugs. The earlier the onset of any drug use, the greater involvement in other drug use, the greater the frequency of use and the probability of involvement in deviant activities such as crime and selling drugs. Children who begin to use drugs before age 15 are twice as likely to develop

problems with drugs than are children who wait until they are older. Waiting until age 19 to try alcohol or other drugs dramatically decreases the risk of drug problems.

A Strategy for Prevention

Knowing these risk factors can help us to prevent drug abuse before it occurs. By addressing factors associated with higher risk and increasing factors associated with lower risk, we can decrease the chances that our children will develop problems with drugs.

The risk factors for drug abuse are addressed in the Social Development Model. This model provides a strategy for drug abuse prevention. Research on risk factors has demonstrated that when children are bonded to parents, school, nondrug-using peers, and their community, they are less likely to do things that threaten this bond, such as use drugs. The Social Development Model provides communities with a strategy to help youths develop strong bonds to their parents, schools, nondrug-using friends and communities.

According to the model, three conditions are necessary for this bonding to occur: opportunities, skills, and rewards or recognition. Community prevention strategies should include opportunities for youths of all ages to contribute. It is important that these opportunities are developmentally appropriate and help youths feel they are making significant contributions. Youths must be taught skills to successfully participate in the opportunities provided. Finally, youths must be rewarded or recognized for appropriate behavior and constructively corrected to get back on track when their behavior is unacceptable.

When these conditions are met, youths are more likely to develop strong bonds to their families, schools, positive friends, and communities.

Another important risk factor addressed in the model is favorable community attitudes toward drug use. This factor recognizes the widespread acceptance of alcohol and other drug use in our society.

When communities communicate that alcohol or other drug use by teens is acceptable, or fail to inhibit a pro-drug attitude among youth, the youths of that community are at a higher risk of developing problems with drug use.

With knowledge of the risk factors for teenage drug use and a strategy for addressing them, communities can plan and implement effective prevention programs. Each community should assess how it is addressing the risk factors for drug abuse.

Further, each community should seek to identify ways in which to increase opportunities for involvement by youth, skills for successful involvement, and a process for recognition of positive behaviors by community youths as well as a plan for ensuring that the community's schools, families, law enforcement officials, and other important social institutions communicate clear positions against the use of alcohol and other drugs by children and teenagers of the community.

HIGH-RISK CHARACTERISTICS

An examination of the criteria for identifying at-risk students reveals significant similarities between those at risk of dropping out of school and those at risk for drug use.

The Drop Out Reduction Act established by HB 1010	The Drug-Free Schools and Communities Act of 1986, PL 101-226, as amended in November 1989
Legislative Authority: The 71st Texas Legislature	Legislative Authority: The U.S. Congress
The criteria for identifying students at risk for dropping out of high school include: • has failed to be promoted • is two or more years below grade level • has failed at least two courses • has failed the statewide assessment • has experienced negative environmental factors, familial factors, economic factors, social factors, developmental factors, and/or psychosocial factors • has been adjudged delinquent • **uses drugs or alcohol** • demonstrates limited English proficiency • receives compensatory or remedial instruction • has been sexually, physically, or psychologically abused • has become pregnant • is a slow learner • enrolls late in the school year • stops attending school before the end of the school year • is an underachiever • appears unmotivated • exhibits other characteristics that indicate the student is at risk of dropping out	The criteria for identifying students at risk for drug use include: • **Is a school dropout** • has experienced repeated failure in school • has become pregnant • is economically disadvantaged • is the child of a drug or alcohol abuser • is a victim of physical, sexual, or psychological abuse • has committed a violent or delinquent act • has experienced mental health problems • has attempted suicide • has experienced long-term physical pain due to injury • is a juvenile in a detention facility within the state

Suggestions for Discussion Groups and Speakers

Two methods that are frequently used in teaching drug use prevention are group discussions and guest speakers. To ensure the success of either of these, some preparation should be made prior to implementation.

DISCUSSION GROUPS

Successful group discussions, at the very least, are somewhat structured according to rules that can be reduced to simple courtesy. Through the group discussion process, students learn social skills and develop appreciation for differing viewpoints. Some guidelines to ensure productive group discussions are as follows:

- Listen to each other.
- Participate.
- Do not interrupt.
- Build on what other people say.
- Be relevant (stick to the point).
- Avoid "putting down" what others say.
- Give every group member an opportunity to speak.

SPEAKERS

The same thought and preparation that promote successful group discussions should be given to extending an invitation to a guest speaker. A few precautions taken beforehand can ensure a positive and pleasant experience for everyone involved.

Before inviting a speaker, the teacher should fully understand the school's and the district's philosophy and policies governing drug use prevention. Subsequently, the teacher should apprise the speaker of these when briefing him or her prior to the school visit. The briefing should include an explanation of the district's "no use" stance as well as providing objectives for the visit, characteristics of the students, and information on the way the topic has been treated thus far in the course of study. Such information given prior to the visit helps to eliminate the possibility of misunderstanding and clears the way for students to have an opportunity to receive reliable first-hand information about the subject under study.

Sample Lessons for the Prevention of Drug Use: A Note to the Teacher

The sample lessons on pages 53-247 are intended to demonstrate various ways in which teachers in Grades 6-8 can address the pervasive problem of drug use in seven subject areas: fine arts, health, language arts, mathematics, science, social studies, vocational education. The lessons are examples of the kinds of creative and imaginative planning that are trademarks of successful classroom teachers.

In the early grades, the emphasis of drug use prevention education is on good health care practices, safety, personal responsibility, and awareness of others. The curriculum guide at these grade levels deals with maintaining health, developing positive self-worth that enables us to interact with others, and recognizing our roles as family members. Through these objectives, teachers can provide opportunities for students to develop resilience.

As defined by Frederic Flach, MD, *resilience* is the psychological and biological strength required to master change successfully. And the ability to master change in the rapidly changing high-tech society in which we live is critical to our health and well-being. Adults—parents, teachers, and others—have the opportunity to encourage children to learn to bounce back from stressful events in their lives through instruction and example. Such encouragement can and should begin with early childhood and continue throughout the school years. Such opportunities are not limited to particular courses in the curriculum.

Education
for
Self-Responsibility II:

PREVENTION OF DRUG USE

Sample Lessons

GRADE 6

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

Fine Arts Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Describe drug-free activities that yield social benefits to the participant.

ACTIVITIES & STRATEGIES

Instruct students to select a substance such as alcohol or tobacco and identify reasons why this substance should not be used. Have students write ads to convince an audience of their peers not to use that drug. Stress the importance of using catchy slogans and bright colors when designing the ad.

The ads may be placed on poster board and displayed around the school, published in the school newspaper, or combined to create a booklet of mimeographed ads to share with other classes and/or younger elementary grades.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Fine arts. Art. Aesthetic growth through visual discrimination and judgment. The student shall be provided opportunities to apply art knowledge and judgment (person, home, and community).

Fine Arts Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Display the overhead transparency, "Advertising Techniques," and discuss each of the techniques described. Then hold up an ad and have students decide which technique was used in the ad.

Divide the class into groups. Instruct each group to develop an ad that tells the truth about tobacco, alcohol, or other drugs. Groups may invent products or choose products that already exist. Their ads may be entirely original or they may be imitations of ads they've seen.

Write the following steps on the board as guidelines for developing the ads:

- Choose a substance: tobacco, alcohol, or other drug.
- Think of reasons not to use the substance.
- Choose one or more advertising techniques.
- Use the techniques to convince your audience not to use the substance.

Encourage students to be creative. Give the following examples of ads that would portray tobacco, alcohol, and other drugs truthfully:

- a beer ad showing a person with a pot belly
- a cigarette ad depicting a smoker with bad breath
- a cigarette ad showing a person with wrinkled skin and stained teeth
- a liquor ad showing a traffic accident caused by someone drinking and driving
- someone getting ill after using marijuana
- someone being arrested for using marijuana in school

Allow each group to share its ad with the class and describe the techniques used and why.

Display the ads throughout the school.

RESOURCES & MATERIALS

Overhead transparency: "Advertising Techniques"

For more information:
Pass-Up, American Lung Association of Los Angeles County, 1984, p. 75.

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, constructing and modeling three-dimensional forms, manipulating fibers, and exploring photographic imagery.

Advertising Techniques

Sex Appeal Technique
A tobacco ad featuring a pretty girl is saying that you'll be glamorous, too, if you smoke this brand. An alcohol ad with a strong, rugged man is saying that you'll be strong, too, if you drink this product.

Having Fun Technique
An ad showing people having fun is saying that you'll have fun if you use this product.

Comparison Technique
A tobacco ad saying a certain cigarette is the lowest in tar and nicotine is implying that this brand of cigarette is healthier to smoke than others.

Snob Appeal Technique
An ad showing someone rich and famous using a substance is saying that if you use that substance, you'll be rich and famous, too.

Join the Crowd Technique
A commercial showing a big group of people drinking the same beer and having a good time is saying that if you drink a certain brand of beer, you will be a part of the "in group."

Symbol Technique
A symbol associated with a product such as a rugged cowboy with a brand of cigarettes or powerful horses with a brand of beer says that smoking or drinking these brands will make you appear to be the rustic, outdoor, he-man type.

Fine Arts Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.B-5. Identify ways to cope with peer and social pressure to use tobacco, alcohol, and other drugs.
III.B-2. Demonstrate assertiveness and refusal skills.

ASSESSMENT CRITERION

Describe examples of peer and social pressure that cause individuals to use tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Using examples from literature such as *Grey Cloud*, have students read selected excerpts aloud and let the class discuss the reactions to peer pressure described in each reading selection. Expand the discussion to include peer pressure experienced by the students. List ways students make themselves part of a group (a logo or other symbol, for example). Then list actions that cause students to feel ostracized—not being included in activities or being last to be chosen in a game. Ask students to suggest ways of overcoming negative peer pressure including:

- changing the subject
- suggesting an alternate activity
- saying, "You know my parents. They'd kill me."

Following the discussion, have students use the prewriting strategy of drawing to draw a comic strip depicting extreme actions such as taking a dare or playing "chicken" that some students take to be accepted. Then have them draw a second comic strip showing one way to say "no" to peer pressure.

Display the comic strips in the classroom or around the building.

RESOURCES & MATERIALS

Peer Pressure Reversal by Sharon Scott.

Excerpts from *Grey Cloud* by Charlotte Graeber, Four Winds, 1979.

Paper, pens, markers

See drawing strategy, social studies, p. 106.

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, constructing and modeling three-dimensional forms, manipulating fibers, and exploring photographic imagery; and to experiment with art materials to understand properties and develop manipulative skills.

Fine Arts Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.B-1. Communicate thoughts, feelings, and opinions appropriately.

III.C-1. Describe the relationship between stress and tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify healthy, socially acceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

ACTIVITIES & STRATEGIES

Explain that everyone feels uncomfortable sometimes.

We may feel bad physically (from a headache or upset stomach) or emotionally. No matter why we are feeling bad, we should express our feelings rather than try to ignore them. Some people use alcohol, tobacco, or other drugs to try to conceal uncomfortable feelings rather than talking about those feelings with someone who can be sympathetic and helpful. Another outlet for our feelings can be through artistic expression, which also serves as a form of communication.

Provide students with paper, paints, markers, charcoal, pastels, and other available materials. Have students identify an uncomfortable feeling and express it through the use of color and a variety of media.

Show student artwork one piece at a time. Have students try to guess what feeling each work represents. Display all art work. Point out the different media used. Ask students to answer the following questions:

- Which media was most effective in expressing feelings?
- Which media was used most often? Least often?
- What colors were used most often? Least often?
- How can art help us to express all feelings, not just uncomfortable ones?

RESOURCES & MATERIALS

Paper, paints, markers, charcoal, pastels, other art supplies

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ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, constructing and modeling three-dimensional forms, manipulating fibers, and exploring photographic imagery; and to experiment with art materials to understand properties and develop manipulative skills.

Fine Arts Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.A-1. Describe personal strengths and weaknesses.

ASSESSMENT CRITERION

Identify personal strengths, abilities, and assets.

ACTIVITIES & STRATEGIES

Discuss the attributes that make each person unique such as likes, dislikes, abilities, character traits, and appearance. Point out that when a person is proud of an attribute, he or she can let others know about it in an appropriate way.

Have students list their positive attributes on a sheet of paper. Then let them choose one attribute to highlight on a button they design themselves. Buttons might say something similar to "Readers Are Leaders" or "Computer Genius." Encourage the students to be as artistic as possible. If possible, use a button press and make the students' art work into real buttons.

At the conclusion of the activity, ask students:

- What do you like about your button? Why?
- Will you wear it?
- If someone asks you to explain the button, what will you say to them?

RESOURCES & MATERIALS

Heavy paper, scissors, markers, button press (optional)

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to express individual ideas, thoughts, and feelings in simple media including drawing, painting, printmaking, constructing and modeling three-dimensional forms, manipulating fibers, and exploring photographic imagery and to experiment with art materials to understand properties and develop manipulative skills.

Health Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

I.A-3. Recognize the effects of tobacco, alcohol, and other drug use on interpersonal communication and relationships.

I.A-2. Determine the effects of tobacco, alcohol, and other drug use on self-esteem, motivation, and the ability to cope.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Discuss reasons for initial drug use such as peer pressure and low self-esteem among preteens and teens.

Assign each student a drug to research, including all forms of tobacco and alcohol products. Let the students go to the library to research the physical and emotional dangers of the use of their assigned drugs.

Have each student draw an original cartoon or poster that illustrates refusal strategies or the advantages of choosing to be drug free.

Then have students prepare a pamphlet based on their research that describes drugs and the physical and emotional dangers of drug use. Use one or more of the drawings to illustrate the pamphlet. After checking the messages for accuracy, ask the principal for permission to display the posters around the school and to distribute the pamphlets to the other students in the school.

RESOURCES & MATERIALS

See drawing strategy, social studies, p. 106.

Poster board, markers

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug use, and to describe methods of prevention.

Health Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Define inhalants (see glossary).

Discuss the dangers of inhalants. Tell students that inhalants can be over-the-counter or prescription drugs or household products. Explain that many household products also contain poisonous chemicals that can affect the body and mind. These chemicals are called chlorohydrocarbons (aerosols) and hydrocarbons (solvents). Some poisons such as those in nail polish, paint thinner, varnishes, shellacs, and some glues are addictive. When these chemicals are inhaled they produce a strange and sometimes violent intoxication.

Have students review inhalant pamphlets and list the reactions caused by these chemicals. Reactions listed should include:

- dizziness
- slurred speech
- loss of muscle control
- blurred vision
- upset stomach
- depression

Inform students that sometimes death occurs on the first use. Heavier poisoning caused by accidental overdose or prolonged inhaling can result in:

- seizures
- unconsciousness
- death

Glue sniffers can also develop webs of glue in their noses and lungs. Sniffing chemicals can have drastic and immediate effects on the brain, heart, lungs, bone marrow, liver, and kidneys. Have students draw an outline of the body and label these parts.

RESOURCES & MATERIALS

TEACHER TIP

People who sniff inhalants may become aggressive and try to hurt someone or may become self-destructive and attempt to hurt themselves. After the effects of the inhalant wear off, they may not be able to remember the episode.

"Tough to Be Free" comic book; SAFE, Solvent Abuse Foundation for Education; 1500 Rhode Island Avenue NW; Washington, DC 20005.

Inhalant pamphlets; Texas Commission on Alcohol and Drug Abuse; 720 Brazos Street, Suite 403; Austin, TX 78701, (512) 867-8700.

TEACHER TIP

It is believed that a large number of students have learning problems as a result of inhalant use. A 1988 survey of students by the Texas Commission on Alcohol and Drug Abuse indicates a significant relationship between inhalant use and the school dropout problem in Texas.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug use, and to describe methods of prevention.

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify physiological and psychological effects of tobacco, alcohol, and other drugs.

Health **Grade 6**

6

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Define steroid (see glossary). Discuss the dangers of steroids. Student athletes in particular need to be aware of the dangers of mixing drugs and sports. For a number of years athletes have tried to improve body strength and performance with anabolic steroids. Tell students that steroids initially became popular as a means of increasing weight training results. The immediate effects of steroid use may include:

- increased muscle mass
- enhanced power
- feelings of aggressiveness and/or hostility

Gather brochures and other available materials on steroids to place in the classroom. Allow students time to peruse materials and list the negative effects of steroid use. Then discuss the serious health consequences of steroid use with the class.

Athletes on steroids can experience a psychotic condition called "bodybuilder's psychosis" which involves hallucinations, power delusions, paranoid episodes, erratic motor behavior, and uncontrollable violence. Chronic illnesses brought on by steroids include:

- heart disease
- liver ailments
- urinary tract problems
- sexual dysfunctions
- baldness
- acne
- alterations in appearance

Remind students that according to state law, steroid use is illegal except when prescribed for a valid medical purpose.

The use of steroids is forbidden in amateur and professional athletics. Coaches and trainers who suggest their athletes use steroids should be disciplined.

RESOURCES & MATERIALS

TEACHER TIP

Emphasize that the long-term negative effects of steroids far outweigh the short-term effects that many steroid users are seeking.

Pamphlets on steroid prevention may be obtained from:

- Drug Prevention Resources, Inc.
  Box 181508
  Dallas, TX 75218
  (214) 328-7255
- Texas Commission on Alcohol and Drug Abuse
  720 Brazos St.
  Suite 403
  Austin, TX 78701
  (512) 867-8700

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug use, and to describe methods of prevention.

Health Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

II.D-1. Identify community and national hotlines.
II.D-4. Identify community programs and resources.

ASSESSMENT CRITERION

Identify programs, clubs, and other groups within the community that help people deal with drug-related problems.

ACTIVITIES & STRATEGIES

Divide students into groups to research the types of services available in the community that directly relate to the alcohol and drug use prevention field.

Examples of community service organizations include the United Way, Council on Alcohol and Drug Abuse, Public Health Department, Texas Commission on Alcohol and Drug Abuse, and Texans' War on Drugs.

Have students use the telephone book, library resources, or printed material from community organizations to locate and collect information about services provided. After information is collected, give students copies of the "Community Resources" handout and instruct them to fill out a page for each resource they found.

Have students collect all pages to develop a directory of services available in their community.

RESOURCES & MATERIALS

School library: card catalog, periodicals, and reference works

Telephone book

Worksheet: "Community Resources"

ESSENTIAL ELEMENT

Health. Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to recognize a logical process of selecting health services, products, and practitioners.

NAME_____ DATE_____

Community Resources

Name of agency: _____

Contact person: _____

Address: _____

Telephone number: _____

Hours: _____

Fees: _____

Services provided: _____

Comments:

Health Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Discuss different types of advertising techniques with the class. Techniques include:

- party appeal. Ads using this appeal depict people having a good time. The theme sends the message that if you use the advertised product, you'll have a good time, also.
- success appeal. Featuring people in posh, comfortable environments, ads using this appeal push the message that you will become successful if you use the product advertised.
- independence appeal. Ads using this appeal feature people with a lot of confidence and independent attitudes. These ads sell the message that you will become independent and confident if you use this product.
- bandwagon appeal. This appeal features a large group of people doing something. Ads using this appeal send the message that *everyone* uses this product so you should, too.
- sex appeal. Ads using this appeal feature an attractive man or woman. These ads push the theme that if you use this product, you will be glamorous.

Divide students into groups. Instruct them to use one of the techniques described to write and dramatize a commercial that will convince the rest of the class of the harmful effects of tobacco, alcohol, and drug use.

At the end of the commercial, the remainder of the class will complete the "Commercial Review" worksheet and critique the performing group's commercial.

RESOURCES & MATERIALS

Worksheet: "Commercial Review"

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug use, and to describe methods of prevention.

NAME_____ DATE_____

Commercial Review

Performing group:

Main idea:

Type of appeal:

Accuracy of information:

Did the group convince you to do what they wanted you to do?

Why or why not?

Performing group:

Main idea:

Type of appeal:

Accuracy of information:

Did the group convince you to do what they wanted you to do?

Why or why not?

Health Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.A-2. Recognize primary effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Define the primary physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Explain the concept of blood-alcohol content.

Demonstrate one of the factors that affect blood-alcohol content by conducting the following experiment. Place two different sizes of jars on a table and fill the jars with water. Drop equal amounts of blue food coloring into the jars. The students will be able to see that the smaller jar takes fewer drops of food color to color the water a deep blue. Correlate this observation with the use of alcohol in that alcohol affects every person differently depending on the body weight.

Distribute "The Effects of Alcohol" handout and discuss the effects of different levels of alcohol on the body. The objective is to prevent the use of alcohol rather than inform that specific amounts cause certain effects, so point out that any amount of alcohol in the body produces negative effects. This is especially true for young people. Alcohol impairs the development of the body in preadolescents and adolescents. Additionally, students should have an awareness of the effects of alcohol on the body to warn them to stay away from people who may cause accidents, exercise poor judgment, or otherwise endanger lives.

RESOURCES & MATERIALS

Glass jars, food coloring

Handout: "The Effects of Alcohol"

Houghton Mifflin Health © 1987. Used with permission, Houghton Mifflin Company.

TEACHER TIP

Blood-alcohol content is a measure of alcoholic intoxication. It measures the number of milligrams of ethanol in each milliliter of blood. Blood-alcohol content is expressed as a percentage of total blood content. The higher the blood-alcohol level, the greater the alcohol's effect on body and mind.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug use, and to describe methods of prevention.

The Effects of Alcohol

(Figures are based on mature body systems only.
Smaller amounts increase the negative effects on young people.)

BAC*	EFFECTS
0.1	• dulls intelligence, sensory perceptions, and motor skills • lowers inhibitions, increases talkativeness and activity • encourages false confidence and bravado
0.2	• inhibits clear thinking, impairs memory, slows movement • encourages bursts of anger, weeping, and excitement • inhibits balance; causes difficulty in walking a straight line
0.3	• impairs function of all sense organs; slurs speech; may cause double vision and staggering • inhibits judgment of distances; encourages sudden and exaggerated mood shifts
0.4	• severely reduces nervous and mental functions • greatly inhibits control of body movements; stimulates uncontrolled vomiting and urination • may lead to unconsciousness
0.5	• usually causes unconsciousness; reduced reflexes • severely reduces blood pressure, breathing, and heartbeat • inactivates brain function
Over 0.5	• usually causes death

*Blood-alcohol content

Houghton Mifflin Health © 1987.
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Health Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-10. Explain the relationship between emotional dissatisfaction and tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify emotional and psychological conditions and events that increase the likelihood of one's becoming addicted.

ACTIVITIES & STRATEGIES

Ask students to name some unpleasant feelings that we all experience from time to time such as anger, fear, guilt, and loneliness. Begin a web on the chalkboard to explore the topic of "unpleasant feelings." Use the feelings previously named and ask students to suggest others. Then ask volunteers to suggest ways of coping with these feelings. (See web in the right-hand column.)

Explain that everyone has his or her own way of coping with these feelings and that some people choose unhealthy ways to handle difficult feelings. For instance, some people wrongly believe that drugs will help them deal with their problems. People who resort to drugs on a regular basis may have a disease called drug or chemical dependency.

Ask students to express their ideas on what chemical dependency means. Point out that a chemically dependent person depends on drugs and cannot stop taking drugs.

Emphasize that we all take medicines sometimes and that medicines are beneficial when prescribed by a doctor and taken correctly.

Conclude the activity by having students write an "I learned..." statement.

RESOURCES & MATERIALS

TEACHER TIP

Be sure to emphasize that some people have medical problems such as diabetes or heart problems that require them to take medicine regularly. In these situations, medicines are needed for their therapeutic value, and the people for whom the medications are prescribed are not considered chemically dependent.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug use, and to describe methods of prevention.

Health Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.C-1. Describe the relationship between stress and tobacco, alcohol, and other drug use.

III.C-2. Demonstrate skills for coping with change, success, and failure.

ASSESSMENT CRITERION

Identify psychological and physiological characteristics of stress.

ACTIVITIES & STRATEGIES

This exercise will introduce students to the stress each member of a family encounters.

Conduct a role play called "6 on 1." In the role play, one individual is bombarded by six other characters who want or need something all at once.

Assign one student the role of the mother in a family. Assign six other students the following roles:

- father
- teenage daughter
- seven-year-old son
- boss
- mother-in-law
- PTA leader

Let each character pretend that he or she wants or needs something. Give each student approximately 30 seconds to make demands and create stress for the mother. Then have two of the characters talk at once for 10 seconds, and finally, have everyone make demands on the mother at one time. If she is like most people, she will find it difficult to remain calm. After the role play, the mother should lead a discussion on healthy ways to handle stress. (Examples: talk with a friend, take a hot bath, take a walk.) Ask students what the mother could do in a situation such as the one that was dramatized. Ask students if they have ever felt that everybody they knew was pressuring them for some reason. If so, ask them to describe the situations and tell how they responded to the stress.

Conclude the lesson by reiterating healthy ways to handle stress.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug use, and to describe methods of prevention.

Health Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.D-1. Identify, develop, and practice effective decision-making skills.
III.B-2. Demonstrate assertiveness and refusal skills.

ASSESSMENT CRITERION

Identify effective decision-making skills.

ACTIVITIES & STRATEGIES

In each of the four corners of the room, hang signs with the following directions on them:

- Go with the group.
- Leave the group.
- Try to change the group's opinion.
- Stay with the group, but keep my opinion.

Read to the students a brief situation in which peer pressure is involved. Example: Latonia and three of her girl friends walked to the mall on Friday night. Just before closing time, Latonia and her friends saw Cory, a friend of Latonia's older brother. Cory started to walk the girls home. While walking, Cory lit a cigarette and offered cigarettes to Latonia and her friends. Latonia's friends took the cigarettes and began smoking. If you were Latonia, what would you do?

When the story is finished, have students choose to stand under the sign that best describes the action they would take in such a situation. Ask the students to explain their choices. Did they go to the corner where their friends were? Is it easier to go by yourself or with the group?

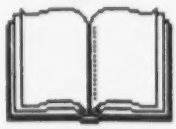
As a debriefing activity, encourage students to discuss the choices available to them. Try to get consensus on the opinion that the best action for them to take is one that will prevent their smoking.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to identify factors, including peer pressure, that contribute to alcohol, tobacco, marijuana, and other drug use, and to describe methods of prevention.

Language Arts Grade 6



6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

II.D-1. Identify community and national hotlines.
II.D-3. Identify sources of professional help.

ASSESSMENT CRITERION

Identify social service agencies that help people deal with drug-related problems.

ACTIVITIES & STRATEGIES

Review letter writing procedures and then have students write letters to drug use prevention agencies requesting posters, pamphlets, statistics, reports, and other data related to drug use. (See addresses under Resources and Materials.)

Place a mailbox in the classroom. Have students write anonymous letters asking questions concerning drugs. Have them "mail" the letters in the class mailbox.

Explain that you will be reading the letters and checking correct letter-writing form. At the same time, review the questions to determine students' knowledge about drugs.

Read aloud the questions and the appropriate answers, being careful not to reveal the identity of the letter writers. If you're uncertain about an answer, get help from the school nurse, a local drug specialist, or resources listed on this page or in the appendices.

Post the community and national hotline numbers in the classroom and remind students of them frequently.

RESOURCES & MATERIALS

National Institute on Alcohol and Alcohol Abuse—Clearinghouse for Alcohol Information
Box 2345
Rockville, MD 20852

National Institute on Drug Abuse
Clearinghouse for Drug Information
Kensington, MD 20852

Alcohol, Drug Abuse and Mental Health Administration
5600 Fishers Lane
Rockville, MD 20852

National Institute on Drug Abuse
US Dept. of Health and Human Services
1-800-638-2045

Cocaine Helpline (Round the clock information and referral services)
1-800-COCAINE

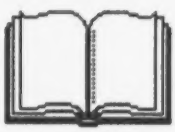
Texans' War on Drugs
11044 Research Blvd.
Bldg. D, Suite 200
Austin, TX 78759
(512) 343-6950

Local or regional sources

ESSENTIAL ELEMENTS

- *Language arts. Writing. Applying the conventions of writing to produce effective communications. The student shall be provided opportunities to use conventional formats (letters and commonly used forms).*
- *Language arts. Language. Developing skills in using the grammar of English for effective oral and written communication. The student shall be provided opportunities to use the fundamentals of grammar, punctuation, and spelling.*

Language Arts Grade 6



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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.D-1. Identify community and national hotlines.

ASSESSMENT CRITERION

Identify community and national hotlines that offer assistance for drug-related problems.

ACTIVITIES & STRATEGIES

Write the following on the board:

- friends
- magazines
- teachers
- radio
- television
- newspapers
- spiritual leaders
- guidance counselors
- pamphlets
- community agencies
- songs
- national drug agencies

Explain that these are sources of information about drugs. Briefly describe each source. Then ask students to rank the sources from most reliable to least reliable. Have students explain their rankings.

Arrange for students to visit the school library to do research needed to prepare a list of drug information sources available in the community, region, state, and nation.

Follow this by asking students if they are familiar with the term "hotline." Review the purpose of hotlines and make students aware of drug and suicide hotlines available for public use.

RESOURCES & MATERIALS

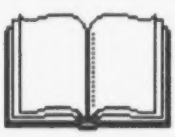
TEACHER TIP

Use this activity to familiarize the students with local intervention services and substance abuse professionals. A good source of information for local services and hotline numbers would be the school counselor or a drug use prevention counselor.

ESSENTIAL ELEMENT

Language arts. Reading. Applying reading skills to a variety of practical situations. The student shall be provided opportunities to use periodicals, card catalogues, and reference works to locate information.

Language Arts Grade 6



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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Review the definitions of *fact* and *fiction* with students.

- Fact: something that actually happened or that is true
- Fiction: something invented by the imagination; not real

Discuss the use of these terms in relation to advertisements for alcohol and tobacco products.

Have part of the class watch television and collect information on alcohol commercials (how many they see, what kind of alcohol is advertised, what time of day, what kind of program). Explain that in the 1950s and 1960s tobacco companies advertised heavily on television, but that tobacco ads were banned from television and radio in the 1970s. Now the multibillion-dollar ad budgets of the tobacco companies are used to advertise in newspapers and magazines and on billboards. Tobacco and beer companies also sponsor sports events.

Have the rest of the class collect tobacco ads from magazines and newspapers and analyze the images of the people used in the ads. What qualities do the Virginia Slims woman and the Marlboro man represent? Point out that ads depict happy, attractive people rather than nervous, coughing people with stained teeth and wrinkles caused by smoking.

Discuss the messages found in the ads and commercials. Ask students to decide, based on their own research and what they previously learned, whether television, magazine, and newspaper ads for alcohol and tobacco fall under the category of fact or fiction. Have students justify their responses.

RESOURCES & MATERIALS

Magazines, newspaper, television commercials

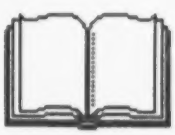
TEACHER TIP

Evaluate the three sources to ensure accuracy of information.

ESSENTIAL ELEMENT

Language arts. Reading. Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to recognize various persuasive devices, make generalizations, and evaluate and make judgments.

Language Arts Grade 6



6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Ask the class for a definition of *advertisement.* (A paid, public statement that draws attention to a cause, service, or product.)

Explain that advertising influences behavior and choices in all age groups. Billions of dollars are spent each year on advertising over-the-counter medicines, alcoholic beverages, and cigarettes.

Have the class examine ads from magazines, newspapers, TV commercials and billboards for cigarettes, over-the-counter medicines, and alcohol to determine what images are being projected and whether the ads are accurate.

Ask each group to make an oral presentation using several ads the group thinks are particularly persuasive. Instruct students to point out why they think these ads are effective.

Have the class complete the worksheet, "Myth or Fact."

Discuss each statement and point out what makes each myth false.

RESOURCES & MATERIALS

Advertisements from magazines, newspapers, billboards; TV commercials

Worksheet: "Myth or Fact"

"Myth or Fact" Answer Key

1. F	9. F
2. F	10. T
3. T	11. F
4. F	12. T
5. F	13. F
6. F	14. F
7. T	15. F
8. F	

ESSENTIAL ELEMENT

Language arts. Reading. Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to recognize various persuasive devices.

NAME_____ DATE_____

Myth or Fact?

Read the following statements about alcohol, tobacco, and other drugs. If you think the statement is true, write a "T" in the blank; if you think the statement is false, write an "F" in the blank and circle the word or words that makes the statement false.

1. _____Prescription drugs are always safe.

2. _____Tobacco products such as cigarettes and snuff do not contain a drug.

3. _____Drug use can have an effect on a pregnancy.

4. _____The drug that is most often used in the United States is heroin.

5. _____Most alcoholics are bums who live on skid row.

6. _____One cannot become an alcoholic by drinking beer.

7. _____People may react differently even though they take equal amounts of a drug.

8. _____Stopping cigarette smoking after a long time cannot improve one's health.

9. _____If a friend takes a drug and says its okay, then it must be safe for me.

10. _____A person can die of alcohol poisoning.

11. _____Black coffee and a cold shower will make a drunk person sober.

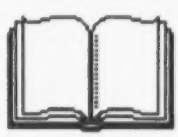
12. _____People who are addicted to drugs can be helped.

13. _____Alcohol is a stimulant that raises the energy level.

14. _____Being drunk and being an alcoholic are the same.

15. _____Drugs solve a person's problems.

Language Arts Grade 6



6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.D-3. Relate the importance of friends and role models.
III.D-4. Formulate effective strategies for helping others who experience problems.
III.D-8. Practice activities and behaviors that develop self-esteem.

ASSESSMENT CRITERION

Describe the influences, both positive and negative, that role models and friends have on an individual's behavior.

ACTIVITIES & STRATEGIES

Write *self-image* on the board. Have students define the term, then explain that self-image is the way we see ourselves, including both good and bad qualities. When we think that everything we do is wrong, we have a negative self-image, and when we recognize that we do some things well, we have a positive self-image.

Discuss how one's self-image is frequently influenced by the way others perceive us. Explain that other people affect our self-image with nonverbal messages such as a pat on the back or with verbal comments such as "Congratulations" or "You can't do anything right."

Ask students each to think of one person they know whose self-image they personally can affect. Have students independently brainstorm and list some things they can do to improve the self-image or self-concept of the person they chose. Examples include choosing the person for a baseball game, helping the person with long division, or showing him or her how to research a topic in the library. Then ask students to fill in the blank in the following letter and write a response to the situation:

> Dear Abby, I have a friend whom I like very much, but who does not think he/she is good at _____ or that anyone really likes him/her. What can I do to help my friend feel lovable and capable? (signed) Concerned

Tell students to be specific and include details, but not to reveal the name of the person.

Give students 15-20 minutes to complete the assignment, then ask volunteers to read their papers. Discuss the fact that each of us may contribute to the positive, self-image of others in numerous small ways such as offering a smile or a positive comment. Encourage students to act on their ideas and actually to work on improving the self-image of the person they chose.

RESOURCES & MATERIALS

TEACHER TIP

A positive self-image is generally believed to be a deterrent to tobacco, alcohol, and other drug use.

ESSENTIAL ELEMENT

Language arts. Writing. Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to generate material for writing independently and in a variety of ways, and to select and narrow a topic for a specific purpose.

Language Arts Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.E-1. List healthy alternatives to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify activities, habits, and attitudes that promote healthy lifestyles.

ACTIVITIES & STRATEGIES

Discuss how some people do the same things over and over without exploring other possible activities. For example, some people:

- go to a movie every Friday night
- play video games after school every day
- watch hours of television programs every day
- hang out at the mall every weekend

Discuss alcohol- and other drug-free activities available in your area for young people to do on the weekend. Have the students brainstorm ideas and write the suggestions on the chalkboard. Make four separate columns of things to do:

- after school
- during spring break
- during summer vacation
- on weekends

Distribute copies of the worksheet, "Drug Free Is the Way to Be." Students may use some of the activities written on the board to complete the worksheet if they wish.

Have students select one new activity to try within a given period of time. This can be done on a contractual basis using the form shown below:

I,_____, agree to try a new activity.
Activity _____
Date of activity _____
Person who will accompany me_____
Comments about this activity_____

The "comments" section of the contract may range from one paragraph to one page in length. Students should report to the class after two weeks, using a format suggested by the teacher.

RESOURCES & MATERIALS

Worksheet: "Drug Free Is the Way to Be"

ESSENTIAL ELEMENT

Language arts. Writing. Using a variety of techniques to select topics and to generate material to write about those topics. The student shall be provided opportunities to generate material for writing independently and in a variety of ways.

NAME_____ DATE_____

Drug Free Is the Way to Be

Write five alcohol- and other drug-free activities in the spaces below. Then check one box on the right.

Activities	I Would Do	I Would Not Do	I Might Do If...
1.			
2.			
3.			
4.			
5.			

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

Language Arts Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.C-1. Describe the relationship between stress and tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify psychological and physiological characteristics of stress.

ACTIVITIES & STRATEGIES

Briefly discuss what stress is (physical or mental tension brought on by a sense of urgency or pressure). Ask students to give examples. Then have the students complete the worksheet, "Stress." Discuss the correct answers to each statement.

Distribute the handout, "Stressful Situations," and ask students to suggest other stressful situations that can arise in our daily lives. Ask if they have experienced any of these situations and, if so, how they reacted.

Distribute the handout, "Ways to Cope with Stress."

Then, as a class activity, have students brainstorm additional healthy ways to cope with stress while someone writes the suggestions on the chalkboard, making two columns:

Healthy	Unhealthy

Explain that there are many healthy ways to cope with stress. Review the ways of coping listed on the handout. Following this activity, point out that some people lose control and resort to unhealthy means in an effort to relieve stress. Ask students to list examples of unhealthy ways people try to relieve stress and write them in the appropriate column.

Conclude the activity by presenting the READ process given in the Teacher Tip box.

RESOURCES & MATERIALS

Worksheet: "Stress"

Handout: "Stressful Situations"

Handout: "Ways to Cope with Stress"

"Stress"
Answer Key

1. T	6. F
2. T	7. F
3. T	8. T
4. T	9. T
5. T	10. F

TEACHER TIP

Teach students the following acronym (READ) that suggests ways to relieve stress:
Relax. Read a book, listen to music.
Exercise. Ride your bicycle, go for a walk, play basketball.
Attitude. Have a positive "I can" attitude.
Diet. Eat the right kinds of food. Avoid eating too many sweets.

ESSENTIAL ELEMENT

Language arts. Reading. Using comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to understand cause-and-effect relationships.

NAME_____ DATE_____

Stress

Directions: Listed below are 10 statements about stress. After each statement, circle **"T"** if you think it is **true** and **"F"** if you think it is **false**. If you are unsure, circle **"NS"** for **not sure.**

1. Any change can be stressful.	**T**	**F**	**NS**
2. Asking for help from others is a positive way to cope with stress.	**T**	**F**	**NS**
3. By practicing relaxation you can achieve a relaxed state quickly and easily.	**T**	**F**	**NS**
4. Digestive problems and headaches can be signs of stress.	**T**	**F**	**NS**
5. There are both healthy and unhealthy ways to cope with stress.	**T**	**F**	**NS**
6. Fighting or running away from stressful situations is always harmful.	**T**	**F**	**NS**
7. Some people never experience stressful events.	**T**	**F**	**NS**
8. You can make yourself believe that an unpleasant event is a catastrophe.	**T**	**F**	**NS**
9. Every person has a different way of coping with stress.	**T**	**F**	**NS**
10. The amount of stress you experience does not depend on how you respond to life situations.	**T**	**F**	**NS**

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

NAME_____ DATE_____

Stressful Situations

A stressful situation is one that happens as a result of one's own actions, the actions of others, or as a part of everyday living. Stress can be triggered by a number of things. It is important to realize that all of us experience stress at some time in our lives. If it is handled in a healthy manner, stress will not harm us; but if we respond in unhealthy ways, stress will cause problems. What makes each of the situations below stressful?

Rollin's parents are getting a divorce.

The big game is tonight, and Sandy is the starting pitcher.

MarRissa's unmarried, teenage sister is pregnant.

Louis' parents are remarrying.

LaTisha had a fight with her boyfriend.

Marcus' mother just had a baby boy.

Walter's grandfather is very, very ill.

Deanna is competing in the school spelling bee.

Daniel failed a test at school.

NAME_____ DATE_____

Ways to Cope with Stress

- Participate in school or community activities such as basketball, volleyball, soccer, Girl Scouts, Boy Scouts, ballet, Girl's Club, Boy's Club, YMCA, and YWCA.

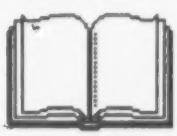
- Enjoy some quiet time.

- Do something special that you really enjoy.
- Record your experiences in a daily journal.
- Talk about your problems with a friend, counselor, member of the clergy, or other religious leader.
- Read books and go to movies.

- Get involved in community activities such as plays, festivals, and paper drives.
- Find an after-school or summer job.

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

Language Arts Grade 6



6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.A-1. Describe personal strengths and weaknesses.

ASSESSMENT CRITERION

Identify personal strengths, abilities, and assets.

ACTIVITIES & STRATEGIES

Have students put a sheet of paper on their desks. Instruct them to fold the paper in half lengthwise. On one half write "Strengths I See" and on the other half write "Strengths Others See in Me."

Have students write all of their personal strengths confidentially in the "Strengths I See" column, keeping this list to themselves.

Then divide the class into groups of three or four. With only the "Strengths Others See in Me" column showing, have group members share the strengths they see in one another and fill in this column of the page. Each group member should record things said about himself or herself.

Tell each student to compare the strengths he or she sees with the strengths that others see. In a class discussion, ask students to say whether they were surprised by the difference between the two lists.

RESOURCES & MATERIALS

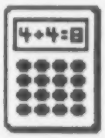
TEACHER TIP

Prior to this activity, explain the difference between strength of character and physical strength.

ESSENTIAL ELEMENT

Language arts. Listening. Developing skill in attending to, responding to, and analyzing oral communications. The student shall be provided opportunities to employ active listening in a variety of situations.

Mathematics **Grade 6**



6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-2. Demonstrate assertiveness and refusal skills.

ASSESSMENT CRITERION

Describe effective ways to reject offers of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Begin the lesson by asking students:

Have you ever felt pressured to buy something or go somewhere that you felt you couldn't afford financially? For example, you have $2.19 and a group of your friends are buying caps that cost $4.50. They want you to buy one, too, so that each of you can be identified as a member of a particular group. How much more money would you need to purchase a cap? How do you think you would feel about your situation? What are your choices?

Continue with a class discussion using the following questions:

- Have you ever been asked to do something you really did not want to do? Were you able to express your feelings about the situation?
- What would you do if someone approached you and wanted you to smoke a cigarette or use some other drug?
- What would you say to another person to encourage him or her not to use tobacco, alcohol, and other drugs?

Emphasize that saying "no" to tobacco, alcohol, and other drugs is an excellent way to help stay healthy and safe. Ask the students to use their mathematical skills to complete the "Healthy Choices" worksheet and decipher a drug free slogan.

RESOURCES & MATERIALS

See Appendix A, Teacher Resources, for books on peer pressure reversal skills.

Worksheet: "Healthy Choices"
"Healthy Choices Key"

ESSENTIAL ELEMENT

Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to add, subtract, multiply, and divide fractions and decimals.

NAME_____ DATE_____

Healthy Choices

Find the sums.

A

$$\begin{array}{r} \$3.78 \\ 4.62 \\ +\ 1.24 \end{array}$$

F

$$\begin{array}{r} \$14.39 \\ 67.55 \\ +\ 8.95 \end{array}$$

D

$$\begin{array}{r} \$\ 15.84 \\ 7.08 \\ +\ 6.52 \end{array}$$

G

$$\begin{array}{r} \$29.65 \\ 19.98 \\ +\ 53.02 \end{array}$$

E

$$\begin{array}{r} \$7.89 \\ 3.43 \\ +0.76 \end{array}$$

R

$$\begin{array}{r} \$0.67 \\ 0.41 \\ +\ 0.93 \end{array}$$

H $0.94 + $.58 + $0.87 = _____

M $1.75 + $24.10 + $37.37 = _____

L $124.88 + $60.97 + $1.41 = _____

O $250.56 + $42.61 + $21.15 = _____

T

$$\begin{array}{r} \$1.17 \\ 0.45 \\ +\ 0.96 \end{array}$$

U

$$\begin{array}{r} \$5.47 \\ 0.23 \\ +\ 1.87 \end{array}$$

Y

$$\begin{array}{r} \$6.82 \\ 4.11 \\ +\ 9.99 \end{array}$$

Z

$$\begin{array}{r} \$16.87 \\ 54.95 \\ +\ 23.18 \end{array}$$

Fill in the blank with the letter from the above matching sum.

____	____	____	____	____	____	____	____
$29.44	$2.01	$7.57	$102.65	$90.89	$2.01	$12.08	$12.08

____	____	____
$90.89	$314.32	$2.01

____	____	____	____	____	____	____	____
$9.64	$2.39	$12.08	$9.64	$187.26	$2.58	$2.39	$20.92

____	____
$63.22	$12.08

Healthy Choices Key

A

$3.78
4.62
+ 1.24
$9.64

D

$ 15.84
7.08
+ 6.52
$29.44

E

$7.89
3.43
+0.76
$12.08

F

$14.39
67.55
+ 8.95
$90.89

G

$29.65
19.98
+ 53.02
$102.65

R

$0.67
0.41
+ 0.93
$2.01

H $0.94 + $.58 + $0.87 = $2.39

L $124.88 + $60.97 + $1.41 = $187.26

M $1.75 + $24.10 + $37.37 = 63.22

O $250.56 + $42.61 + $21.15 = $314.32

T

$1.17
0.45
+ 0.96
$2.58

U

$5.47
0.23
+ 1.87
$7.57

Y

$6.82
4.11
+ 9.99
$20.92

Z

$16.87
54.95
+ 23.18
$95.00

Fill in the blank with the letter from the above matching sum.

D	R	U	G		F	R	E	E
$29.44	$2.01	$7.57	$102.65		$90.89	$2.01	$12.08	$12.08

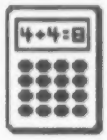
			F	O	R			
			$90.89	$314.32	$2.01			

A	H	E	A	L	T	H	Y
$9.64	$2.39	$12.08	$9.64	$187.26	$2.58	$2.39	$20.92

		M	E
		$63.22	$12.08

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

Mathematics Grade 6



TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.E-1. List healthy alternatives to tobacco, alcohol, and other drug use.

III.E-2. Participate in local drug-free activities that offer healthy alternatives to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify activities, habits, and attitudes that promote healthy lifestyles.

ACTIVITIES & STRATEGIES

Explain that there are many healthy drug-free activities available to young people at little or no cost. Have students list things people can do instead of using drugs and write these on the board. Examples are:

- ride bicycles
- play basketball
- bake cookies
- chew gum
- drink a glass of milk
- draw pictures
- read a book
- assist your parents with cooking
- help a neighbor with chores
- do a good deed for an older person

Arrange similar examples in groups, for example, help a neighbor with chores and do a good deed for an older person. Then using construction paper to cut out figures (ovals, rectangles, squares, circles, triangles), match one figure to each group of examples. If a group of examples has three messages, make three congruent figures, placing one message on each. (See the worksheet, p. 274.) Use the construction paper figures with messages on them to make mobiles.

Ask students to describe ways to persuade someone not to use tobacco, alcohol, and other drugs.

Have students complete the worksheet, "Drug-Free Me" and allow them to read aloud the drug-free activities. To extend this activity, offer extra credit to any student who:

- participates in a drug-free activity, then writes one or two paragraphs describing what he or she did. Included in the paragraph should be a description of the activity, whether the student enjoyed it, and if it cost any money. Ask the student to read the paragraph aloud to the class.
- creates a poster advertising a drug-free activity. Posters may be displayed either in the classroom or in school hallways.

RESOURCES & MATERIALS

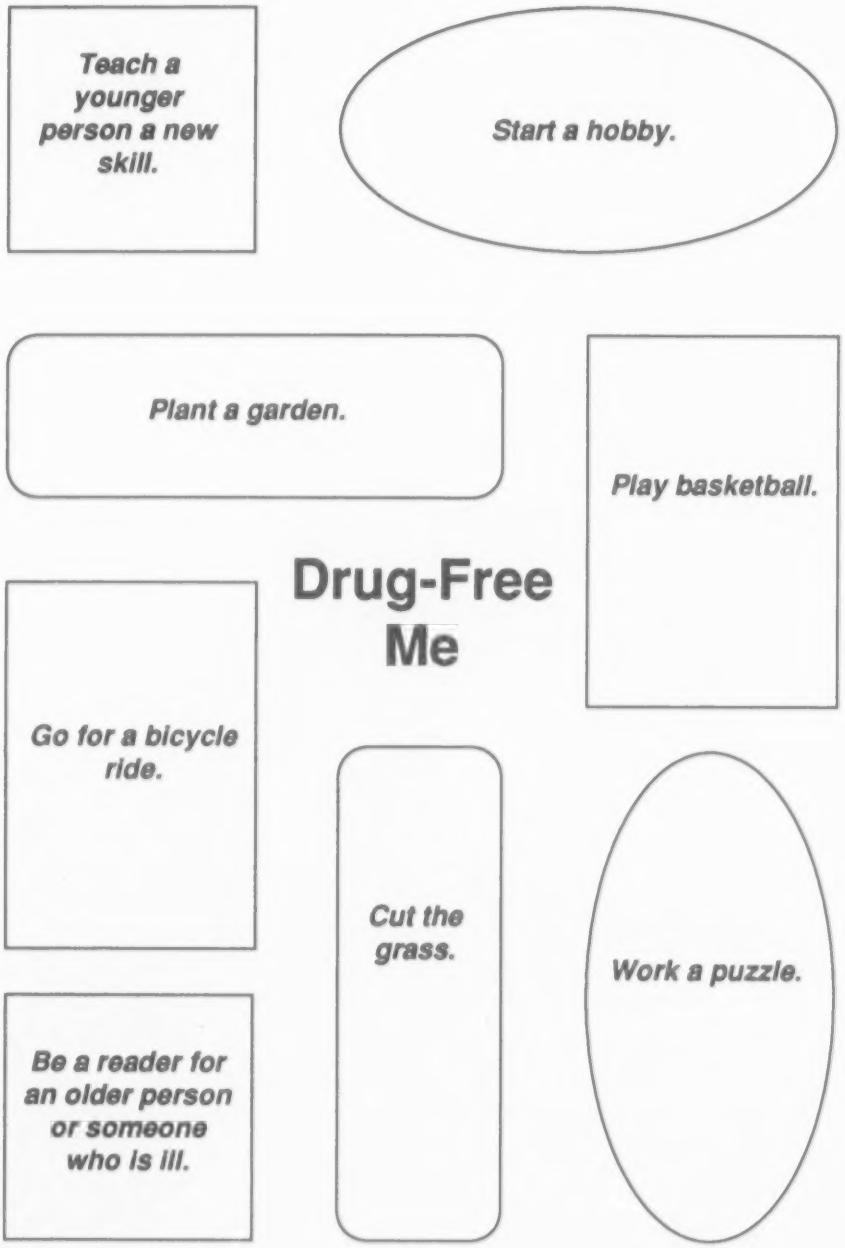
Worksheet: "Drug-Free Me"

ESSENTIAL ELEMENT

Mathematics. Properties and relationships of geometric shapes and their applications. The student shall be provided opportunities to apply similarity, congruence, and symmetry in problem situations.

NAME_____ DATE_____

Match the congruent figures. Look for messages of healthy alternatives to using drugs on the figures that match.


Teach a younger person a new skill.
Start a hobby.
Plant a garden.
Play basketball.
Drug-Free Me
Go for a bicycle ride.
Cut the grass.
Work a puzzle.
Be a reader for an older person or someone who is ill.

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

Science Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-5. Predict the effects of misinformation concerning tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify common misunderstandings and fallacies regarding the consequences of tobacco, alcohol, and other drug use.

ACTIVITIES & STRATEGIES

Review the meaning of chemical dependence. Then divide the class into groups of four or five students. Give each group a Truth or Myth card that is a statement about chemical dependency.

Allow each group to discuss the statement and decide whether they believe it to be the truth or a myth. Have students write the statement number and *truth* or *myth* on a separate sheet of paper. Then each group exchanges cards with another group and repeats the process until all groups have discussed each of the Truth or Myth cards.

Let the class discuss each statement, noting the opinions of the different groups. Then distribute and discuss the "Facts About Drugs" handout. Encourage students to ask questions about anything they do not understand.

To extend the lesson, students could choose a subject from the handout, "Facts About Drugs," for further research.

RESOURCES & MATERIALS

Teacher Resource: "Truth or Myth?" statements, index cards

Handout: "Facts About Drugs"

ESSENTIAL ELEMENT

Science. Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to design and conduct an investigation.

TEACHER RESOURCE

Truth or Myth?

1
You are not a drug addict unless you are shooting drugs.

2
Most alcoholics and chemically dependent persons are men who are living in the streets.

3
Jail is the only answer to the problem of drug addiction.

4
Chemically dependent persons only hurt themselves, never others.

5
Alcoholism and and other drug dependencies are untreatable.

6
People who are dependent on alcohol and other drugs use drugs everyday.

7
Chewing tobacco and using snuff are safe because you don't inhale smoke.

8
Inhaling paint thinner, glues, or aerosol sprays cannot cause long-term physical/mental damage or death.

NAME_____ DATE_____

Facts About Drugs

Fact 1

Dependency can occur no matter how the drug is introduced into the body. People ingest drugs in a variety of ways such as snorting, sniffing, eating, smoking, and injecting.

Fact 2

Chemical dependency shows no favorites. Some groups of people are at greater risk than others, but chemical dependency is found in many different kinds of people. Although there are more men than women who are known to be chemically dependent, the number of chemically dependent women is increasing as acknowledging a need for help becomes more acceptable.

Fact 3

Drug dependency, including alcoholism, is a medical problem. People who are sick with this problem need medical attention, counseling, and therapy.

Fact 4

Chemically dependent persons not only hurt themselves, but they also hurt their families, friends, and employers. The potential for harm extends even further to accidents and deaths involving car wrecks, boat accidents, and drownings which are related to alcohol and other drug use.

Fact 5

Some people recover from drug dependence while others cannot. Recovery is a lifelong process that requires an individual to abstain from the use of the drug on which he or she is dependent.

Fact 6

Chemical dependence is not determined by how often people use alcohol and other drugs, but by the control the drugs have over their lives.

Fact 7

Smokeless tobacco (snuff and chewing tobacco) is damaging to the mouth tissues, causing leukoplakia which can become oral cancer. The nicotine in the tobacco is addictive, and the tars get into the digestive and urinary systems.

Fact 8

Inhalants are extremely dangerous. Inhalant use can result in liver and kidney damage; permanent, irreversible brain damage; or death.

LESSON OBJECTIVE

II.C-1. Identify and acknowledge federal, state, local, and school laws and policies regarding all aspects of tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Describe federal, state, and local laws governing use, possession, and sale of tobacco, alcohol, and other drugs.

Science Grade 6

6

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Have students use books, magazines, newspaper articles, and pamphlets to research present laws and information concerning marijuana. Instruct them to answer the following questions:

- What are the federal and state laws concerning marijuana use?
- What happens if a police officer finds marijuana in your possession? (Assume you are in Texas.)
- You are with some friends who are smoking marijuana. A police officer discovers you. What can happen to you? Does it matter whether you were smoking or not?
- What are the consequences of marijuana use on school property?
- What are the dangers of marijuana use to the user? To society?

Have students share their information with the class by developing scenarios to illustrate situations and consequences caused by marijuana use. Encourage class discussion of the implications of the laws and answer questions the students might have.

Emphasize the importance of being law-abiding citizens. Laws are to protect individuals and the community from harmful actions.

RESOURCES & MATERIALS

School library: use the card catalog, periodicals, and references

TEACHER TIP

For information on Texas' drug laws, see Appendix E: Texas Law Related to Tobacco, Alcohol, and Other Drugs.

ESSENTIAL ELEMENT

Science. The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to deduce from given information the cause-and-effect relationship.

Science Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

II.A-1. Name and categorize various types of drugs, medicines, and abused substances.

II.B-2. Recognize the consequences of the media's presentation of drug use.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Discuss how ads tend to distort or ignore facts. Explain that the purpose of advertising is to sell products, not to present facts. Emphasize that we need to be aware of the media's attempts to influence us, especially where drugs are concerned. Advertisements tend to make alcohol and tobacco look glamorous and sophisticated instead of what they really are—dangerous.

Divide the class into groups of three or four members each. Have each group cut out alcohol, tobacco, and over-the-counter medicine ads from newspapers and magazines. Tell students to decide what the advertiser is trying to say about the product. For example, an advertisement for wine coolers may imply that people who drink them are attractive and popular. Have students place the advertisements on a large poster board. Then let each group elect one representative to tell the class what group members decided about each advertisement.

For a homework assignment, ask each student to watch one TV channel for two hours and to make a list of the commercials for alcohol and over-the-counter medicines aired during that time. Have the students summarize the results in a short report. The report should include the day and hours watched, the channel, the programs, the total number of drug commercials shown, a listing of each commercial detailing the product advertised, and a brief summary of what the advertiser implied about the product. Discuss Public Law 100-690 governing labeling on alcoholic products.

Students could follow up this activity by writing to the public relations offices of large alcohol and tobacco companies to ask for names of educational programs and sports events they fund or sponsor. Use this information to examine the rationale of such actions by the companies involved.

RESOURCES & MATERIALS

Newspapers, magazines

Anti-Drug Abuse Act of 1988, Section VI, Alcohol Warning Labels

The law requires the following health warning to be placed on all alcoholic beverage containers:

"Government Warning:

(1) According to the Surgeon General, women should not drink alcoholic beverages during pregnancy because of the risks of birth defects.

(2) Consumption of alcoholic beverages impairs your ability to drive a car or operate machinery, and may cause health problems."

ESSENTIAL ELEMENT

Science. Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to describe consumer information from tables, labels, and advertisements.

LESSON OBJECTIVES

II.A-1. Name and categorize various types of drugs, medicines, and abused substances.
II.B-1. Describe the therapeutic use of medicine.

ASSESSMENT CRITERION

Identify examples of drugs, medicines, and abused substances.

Science Grade 6

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TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Discuss the differences between prescription and over-the-counter medicines. Explain that over-the-counter medicines can be purchased in almost any store (pharmacy, grocery store, convenience store) and do not require a physician's order. Prescription drugs can be purchased only at a pharmacy and cannot be dispensed without a signed order from a physician.

Explain that scientists group medicines into three categories based on the uses of the medicines. The three categories are:

- to prevent or reduce pain or symptoms
- to prevent disease
- to kill germs

Divide the class into three groups. Assign each group one of the three categories of medicines. Instruct students to identify examples of medicines in the assigned category and determine the specific uses of each. They should include all important facts about each medication including side effects.

Have each group make a presentation to the class about what was learned. Encourage discussion and questions.

RESOURCES & MATERIALS

Physician's Desk Reference

ESSENTIAL ELEMENT

Science. Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to describe consumer information from tables, labels, and advertisements.

LESSON OBJECTIVE

III.A-1. Describe personal strengths and weaknesses.

Science Grade 6

6

TEXAS EDUCATION AGENCY

ASSESSMENT CRITERIA

- Identify personal strengths, abilities, and assets.
- Define addiction.

ACTIVITIES & STRATEGIES

On the chalkboard write, "People are creatures of habit." Ask a volunteer to explain the meaning of that statement. Then ask a show of hands by students who think the statement is true. Ask for examples to prove it. Then ask students to define "habit" (something that we've done so often that we do it automatically). Have students name habits that they or someone they know have such as eating popcorn at movies, riding a bike to school by the same path each day, eating while watching TV, and sleeping late on weekends. Ask the class to consider the question, "Can habits be broken?"

Have the students write the following paragraph as you dictate. Tell them NOT to dot *I's* or cross *T's*.

> Breaking a habit is usually a very difficult task. This is because many tasks are performed by habit, without thinking. Some habits are good and some are bad, but all habits can be broken. It just takes some practice, and you have to keep trying.

Poll the class to see how many students wrote the paragraph without dotting the I's and crossing the T's. How many did not break the habit?

Point out that it is extremely hard to break any habit, but that chemical dependence is an especially hard habit to break.

Remind students how difficult it was not to dot I's or cross T's. Have students compare trying to break that habit with trying to stop smoking or trying to stop drinking. How are the two situations alike? How are they different? Ask students to name other habits that are very hard to break. Let them suggest ways of breaking those habits.

Challenge each student to think of one habit that he or she would like to change and then to try to change it within a week. Have the students record their progress daily.

RESOURCES & MATERIALS

TEACHER TIP

Point out the importance of seeking help in breaking habits from counselors, doctors, and other trained professionals.

ESSENTIAL ELEMENT

Science. Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to describe animal behaviors.

BEST COPY AVAILABLE

LESSON OBJECTIVE

III.B-5. Identify ways to cope with peer and social pressure to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Describe examples of peer and social pressure that encourage individuals to use tobacco, alcohol, or other drugs.

Science Grade 6

6

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Discuss things students do to be accepted by a group of friends. For example, they might change:

- the type of music they listen to
- the type of clothes they wear
- their hair style

Point out that these are all forms of peer pressure (trying to influence someone to do what they normally would not do). For example, students can persuade each other not to use drugs. Explain that peer pressure can be positive as well as negative. Divide the class into pairs and have each pair choose a dilemma from the handout, "Peer Pressure Dilemmas." Tell the students to think carefully about what they would do in each situation. Then have the group role play for other students in the class the appropriate actions to take to solve the dilemma.

RESOURCES & MATERIALS

Handout: "Peer Pressure Dilemmas"

TEACHER TIP

For refusal skills, refer to *Peer Pressure Reversal* by Sharon Scott. In addition, mention the availability of counseling or other school support systems and community-based help.

ESSENTIAL ELEMENT

Science. The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to deduce from given information the cause-and-effect relationships.

NAME_____ DATE_____

PEER PRESSURE DILEMMAS

DILEMMA 1:

You go to the park with your friends after school. They start passing around a marijuana cigarette and ask you to smoke with them. You don't want to be different, but you don't want to smoke either. What can you do?

DILEMMA 2:

After school, a few kids you know hang around to talk. One of the kids lights up a marijuana cigarette and starts passing it around. Everybody else starts smoking, but you tell them "no, thanks." They start calling you names such as "chicken" and "baby." What can you do?

DILEMMA 3:

You have never tried marijuana and you don't want to. You're at your best friend's house one afternoon, and he tells you that he smokes marijuana. How do you feel? What can you say to him?

DILEMMA 4:

You discover that your sister smokes marijuana. You tell her you think it is bad for her and you wish she would stop. She promises you that she won't do it any more. A few days later, you hear her tell her friend that she is smoking marijuana again. What can you do?

DILEMMA 5:

A friend has been smoking marijuana every day for a while. He says he likes the feeling it gives him and he doesn't see how it could be causing any harm. You have heard many people say that marijuana is much more harmful than it seems. How would you convince your friend that he should quit? Develop arguments to confront your friend's denial of the problem.

Social Studies Grade 6

6

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

I.B-6. Recognize ways in which tobacco, alcohol, and other drug use affects a family's financial status.

I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify possible financial consequences of drug use such as medical expenses and workdays missed.

ACTIVITIES & STRATEGIES

Assign each student a specific country and schedule library time for the student to research jobs related to the economy of that country. Discuss factors such as natural resources, geographic location, population, education, government, business and industry, and social conditions that affect the economy positively and negatively. Emphasize the negative impact drugs can have on the economy and the quality of work produced.

Have students use the webbing strategy to list as many economic problems related to drug use as they can. Ask them to suggest ways of solving these problems. Emphasize that prevention eliminates problems that rehabilitation cannot solve.

RESOURCES & MATERIALS

Encyclopedia, textbooks, current news journals

EXAMPLE:

TEACHER TIP

For information, consult documents from the National Institute on Drug Abuse. See Appendix A: Teacher Resources.

ESSENTIAL ELEMENTS

- *Social studies. The American economic system. The student shall be provided opportunities to explain the economic importance of various regions of the world and to recognize the value of dignity and work.*
- *Social studies. Psychological, sociological, and cultural factors affecting human behavior. The student shall be provided opportunities to recognize that decisions made in one's self-interest may benefit others.*

LESSON OBJECTIVE

I.A-3. Recognize the effects of tobacco, alcohol, and other drug use on interpersonal communication and relationships.

ASSESSMENT CRITERION

Relate the physiological and psychological effects of tobacco, alcohol, and other drug use on the process of communication, and identify the attributes of relationships that are impeded by drug use.

ACTIVITIES & STRATEGIES

Divide the class into small groups. Have each group list some changes in behavior that indicate the use of alcohol, tobacco, or drugs.

Obtain a copy of the school district's policies on the use of tobacco, alcohol, and other drugs. Go over the school's policies with the students and allow them to ask questions about anything they don't understand. Then ask them to interpret the intent of the policies.

Invite guest speakers to come to the classroom to discuss social pressures that sometimes lead to drug use. Such pressures may include those caused by one's peers, a desire to fit in or be part of a group, and financial stresses.

Conduct a debriefing of the classroom presentations with the students to be sure that the speakers' messages are understood.

Social Studies Grade 6

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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

State statutes
School Board policy manual
School district Discipline Management Plan
Student handbook

Guest speakers: school counselor, psychologist, juvenile probation officer

ESSENTIAL ELEMENT

Social studies. Psychological, sociological, and cultural factors affecting human behavior. The student shall be provided opportunities to describe how written and unwritten laws and rules (mores and customs) of a society affect individual and group behavior.

LESSON OBJECTIVE

I.A-2. Determine the effects of tobacco, alcohol, and other drug use on self-esteem, motivation, and the ability to cope.

Social Studies Grade 6

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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Identify the characteristics of each of the following: self-esteem, motivation, coping ability.

ACTIVITIES & STRATEGIES

Explain that people of all ages have problems. Ask students to identify some problems they've had and discuss how they handled the problems.

Distribute copies of the handout, "Decision-Making Skills," and discuss each step.

Divide the class into small groups and give each group one problem from the Teacher Resource page entitled "Coping with Problems." Instruct the groups to use the decision-making skills to determine the best way to deal with the problem. Then have one person in each group read the problem and tell what action the group decided to take. Have the rest of the class discuss each group's solution. Does it seem reasonable? Why or why not? Who benefits from the solution? Is it fair to all concerned?

As a class, list at least 10 strategies often used in coping with problems and rank order them from (1) most effective to (10) least effective.

Compromise should be one of the strategies listed. This could lead into a discussion of when compromises have been effective in settling disputes between nations or peoples.

RESOURCES & MATERIALS

Handout: "Decision-Making Skills"

Teacher Resource: "Coping with Problems"

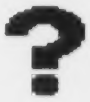
ESSENTIAL ELEMENTS

- *Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to explain the role of compromise as a method of resolving conflicts.*
- *Social studies. Psychological, sociological, and cultural factors affecting human behavior. The student shall be provided opportunities to recognize that decisions made in one's self-interest may benefit others.*

NAME_____ DATE_____

Decision-Making Skills

Step 1 Recognize that a problem exists and identify the problem.



Step 2 Decide whose problem it is.

Step 3 List possible solutions to the problem.

Step 4 Predict what the outcome of each possible solution might be for everyone involved.

Step 5 Talk with people who might be able to help you solve the problem.

Step 6 Try what seems to be the best solution and evaluate the results.

Coping with Problems

1. Today was the big day to try out for the team. Your whole family helped you train and practice, and all of your friends expected you to make the team. Although you did your best, the coach said that there weren't enough places on the team to put everyone who tried out, and that other students were better qualified than you. You are very disappointed and you know your family and friends will be too. What do you say to your family and friends?

2. You are taking a big math test today. You've been studying all week to be prepared. Just before class, your best friend comes over to talk to you. She explains that she was busy all last night helping her mother take care of her sick baby sister. As a result, she did not have time to study for the test. She wants to know if you'll try to help her during the test. What do you say and do?

3. The most popular kid in school is having a big birthday party tonight. Most of your friends have received invitations. Everyone keeps asking you if you've received one, or they assume that you have and are wondering what kind of present you are going to take. But you haven't received an invitation to the party. What should you do?

4. Although you did not start it, you and two other kids are blamed for a food fight in the cafeteria. The punishment includes being suspended from school for two days. You know that your parents will be very angry when they hear about the incident. What do you do?

WE'RE PUSHING FOR A DRUG-FREE STATE
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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

II.D-1. Identify community and national hotlines.
II.D-2. Identify people to talk to.
II.D-3. Identify sources of professional help.
II.D-4. Identify community programs and resources.

ASSESSMENT CRITERION

Identify accessible individuals who can counsel individuals about drug-related problems.

ACTIVITIES & STRATEGIES

Write "support" on the chalkboard. Ask students what the word means to them and record their responses on the board.

Give examples of how both giving and receiving support can reduce the negative consequences of stress. Examples of positive support include being good role models, giving sincere compliments, offering encouragement, listening, and cautioning.

Identify ways that we can manage stress such as using relaxation techniques, playing sports, reading, visiting with friends, and doing something special that we really enjoy. Explain that we can also find relief from stress by talking with people about our problems. Have students complete the worksheet, "Getting Help." Ask for volunteers to share their answers as you discuss each situation.

RESOURCES & MATERIALS

TEACHER TIP

Before starting the worksheet, discuss the support systems available on your campus or in your school system. Point out that students can and should talk about problems with their parents, teachers, counselors, and other responsible adults.

Worksheet: "Getting Help"

ESSENTIAL ELEMENT

Social studies. Psychological, sociological, and cultural factors affecting human behavior. The student shall be provided opportunities to recognize that decisions made in one's self-interest may benefit others.

NAME_____ DATE_____

Getting Help

Whom would you go to for help in these situations? List two people who could help you in each situation.

1. You are feeling down. _____ _____

2. You need advice about problems you are having with a friend. _____ _____

3. You are feeling sick. _____ _____

4. You are under pressure from teachers and parents. _____ _____

5. You have a school problem. _____ _____

With the help of the class, your teacher, and a local telephone book, list resources available in your community or in surrounding communities that a person could go to for help with the following situations:

1. A person in the family drinks heavily and is often drunk. _____

2. A family is not getting along and a child wants to run away. _____

3. A friend of yours is pregnant. _____

4. A friend tells you he is going to kill himself. _____

5. A friend at school is feeling down all the time. _____

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-11. Illustrate the effects of tobacco, alcohol, and other drug use on athletic ability and creativity.

ASSESSMENT CRITERION

Explain how athletic ability and artistic creativity is affected by tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Instruct students to use newspaper clippings and magazine articles to prepare a list of social issues prevalent in the state or nation. Suggest an in-depth study of the negative results of tobacco, alcohol, and other drug use. Begin with a discussion of drug use by noteworthy people such as:

- Len Bias
- Ben Johnson
- Dwight Gooden
- Kitty Dukakis
- Betty Ford
- John Belushi
- Richard Pryor

Divide the class into four groups. Ask each group to create a bulletin board, poster, or written report featuring a person who is prominent and successful in promoting a drug-free lifestyle. Sources for this information include newspapers, magazines, television news, and television commercials.

Create bulletin boards or posters featuring magazine and newspaper articles that are concerned with the effects of drugs on young people.

RESOURCES & MATERIALS

Newspaper articles, biographies, and magazines

ESSENTIAL ELEMENT

Social studies. Psychological, sociological, and cultural factors affecting human behavior. The student shall be provided opportunities to recognize that decisions made in one's self-interest may benefit others.

LESSON OBJECTIVE

III.B-1. Communicate thoughts, feelings, and opinions appropriately.

ASSESSMENT CRITERION

Identify healthy, socially acceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

Social Studies Grade 6

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TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Define "double standard." Share some historical examples such as:

- At one time, African-American people were allowed to vote, but were not allowed to run for an office.
- Men could vote, but women could not.
- Young men could be drafted into the armed services when 18 years old but could not vote until they were 21 years old.

Ask the students to describe double standards they have experienced themselves. Examples of double standards might include:

- brothers and sisters are treated differently from you
- boys and girls are treated differently
- adults tell you *not to do* things that they *do*

Discuss the saying, "Do as I say, not as I do."

Assign a written composition on the topic, "Do as I say, not as I do." Use the comic strip format of drawing as a prewriting activity. Ask students to include double standard experiences they have had and to tell how they feel about such experiences. Have them suggest a possible solution to the problem of double standards.

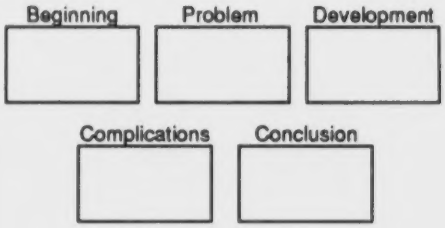
Ask students to volunteer to read their compositions to the class.

RESOURCES & MATERIALS

TEACHER TIP

Double standards are hard for all of us to understand. This topic may be sensitive for some and provoke a great deal of discussion for others. The emphasis should be on living and making decisions that result in healthy lifestyles.

The prewriting activity of drawing is found in the Texas Education Agency's "Writing Inservice Guide for English Language Arts and TAAS."



ESSENTIAL ELEMENT

Social studies. Personal, social, and civic responsibilities. The student shall be provided opportunities to support the principle of majority rule and minority rights.

LESSON OBJECTIVES

III.A-2. Realize personal uniqueness.
III.A-4. Identify people, places, and events that influence personal lifestyle.

ASSESSMENT CRITERION

Identify qualities, characteristics, physical attributes, attitudes, and beliefs that make each individual special.

Social Studies Grade 6

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TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Discuss a famous person in history or from the present and have the students list some of that person's personal strengths and beliefs. Suggestions for significant individuals include:

- Thomas Edison
- George Washington Carver
- Florence Nightingale
- Sacajawea
- Abraham Lincoln
- Benito Juarez
- George Bush
- Barbara Jordan

Review research techniques with the class. Then have students research a favorite person in history and write an imaginary interview with him or her. Tell them to think about why they respect the person chosen.

After the research, let students complete the worksheet, "My Hero." Allow students to describe their heroes to the class.

Following this activity, ask students to think of their own personal qualities and write them on the worksheet, "My Treasures." Allow each student to share his or her treasures with the class.

RESOURCES & MATERIALS

TEACHER TIP

Stress that every person has his or her own special qualities and that these qualities are what make an individual unique.

Invite the school librarian to present research techniques and materials to the class.

Worksheet: "My Hero"

Worksheet: "My Treasures"

ESSENTIAL ELEMENT

Social studies. Historical data about Texas, the United States, and the world. The student shall be provided opportunities to identify significant individuals and their contributions to world history.

NAME_____ DATE_____

My Treasures

The things that you can do well are your "treasures." Think of things that you can do well and things about you that make you special, and fill in the spaces in the treasure chest below.

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NAME_____ DATE_____

My Hero

Answer the following questions about the person you researched.

1. What is your hero's name?_____

2. Is your hero a famous historic figure? What has this person done to influence other people's lives?_____

3. What do you admire most about this person?_____

4. Why did you choose this person as your hero?_____

5. What things do you and your hero have in common?_____

6. How are you and your hero different?_____

7. Write one special thing about your hero that you will never forget.

8. Write one or more good qualities of your hero (for example, "He behaved responsibly" or "She had a lot of courage.")_____

Education for Self-Responsibility II:

PREVENTION OF DRUG USE

Sample Lessons

GRADE 7/8

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

Fine Arts **Grades 7/8**

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.A-3. Identify personal beliefs, values, and feelings.

ASSESSMENT CRITERION

Identify personal beliefs, values, and feelings as they relate to positive, constructive behavior and self-concept.

ACTIVITIES & STRATEGIES

Ask students to think about past experiences they have had that made them feel good or happy. Have students name images and pictures that they think of when they recall these experiences.

Provide long rolls of paper and markers of various sizes.

Instruct students to create a large mural to illustrate feelings, using pictures but no words. Emphasize that the pictures should illustrate specific feelings from experiences they have had in the past or would like to have in the future.

Discuss the importance of expressing feelings.
- We feel better when we release these feelings appropriately.
- We intensify good feelings when we share them with others.

Point out ways we can express positive feelings such as:
- calling a friend
- sharing a funny story
- singing a song
- dancing

Emphasize that there are also constructive ways to relieve hurtful or negative feelings such as:
- taking a walk
- punching a pillow
- mowing the grass
- taking the dog for a long walk

RESOURCES & MATERIALS

Paper, colored markers

TEACHER TIP

Students who learn to express their feelings appropriately are less likely to use alcohol and other drugs to cope with feelings.

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to work with design, drawing, painting, printmaking, sculpture, and crafts.

Fine Arts **Grades 7/8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.D-2. Describe the importance of setting realistic personal goals.

III.D-8. Practice activities and behaviors that develop self-esteem.

ASSESSMENT CRITERIA

- Identify several attributes of positive self-esteem.
- Identify ways in which an individual can improve self-esteem.

ACTIVITIES & STRATEGIES

Have students apply eight hues of crayon color to 8" x 12" tagboard. Then have them paint over the colors with black tempera.

Make a comparison between this art activity—painting black over beautiful colors—and the difficult times in our lives when bad things seem to overshadow the good things. Encourage students to look for hope—a light at the end of the tunnel—in facing difficult situations.

Once the tempera has dried, have students use safe pointed objects to scratch out images of their choice which typify problems solved or the realization of goals.

Students may also:

- make posters that promote drug-free activities and display them throughout the school.
- design a bulletin board that presents the message that goals can be reached more effectively without the use of alcohol and other drugs. To do this, students need to begin by brainstorming ways to reach goals effectively.

RESOURCES & MATERIALS

Tagboards (8" x 12"), crayons, black tempera paint

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to work with design, drawing, painting, printmaking, sculpture, and crafts.

LESSON OBJECTIVE

III.A-4. Identify people, places, and events that influence personal life-style.

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TEXAS EDUCATION AGENCY

ASSESSMENT CRITERION

Identify influences (people, places, and events) on personal life-style.

ACTIVITIES & STRATEGIES

Discuss what heroes and heroines are and why they are important. Heroes and heroines serve as role models that people look up to. These people are important and give us examples to emulate when we are adults.

Have the students complete the worksheet, "Heroes and Heroines."

Next, give each student a sheet of 18" x 24" pastel paper on which to design a portrait of his or her hero or heroine. Screen hero and heroine choices for appropriateness. As a frame for the portrait, students may draw pictures of people, places, and things that represent this person. For example:

- children whom this hero has influenced
- places this person has lived
- things that this person does well

RESOURCES & MATERIALS

Worksheet: "Heroes and Heroines"

Pastel paper

TEACHER TIP

Remind students that heroes and heroines do not have to be celebrities or historical persons, although they may be. They may also be parents, friends, teachers, and others whom we see daily or frequently.

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to work with design, drawing, painting, printmaking, sculpture, and crafts.

NAME_____ DATE_____

Heroes and Heroines

1. Who is your hero or heroine?

2. What has he or she accomplished?

3. What do you admire most about this person?

4. What qualities does this person have that you would like to have?

5. What about this person makes him or her a good role model for others?

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.D-2. Describe the importance of setting realistic personal goals.

ASSESSMENT CRITERION

Define realistic personal goals.

ACTIVITIES & STRATEGIES

Ask the class to define "goals" and explain their purpose. Discuss goals that people can set for themselves.

List on the board some examples of short-term goals and long-term goals. Examples might include:
Short-term:
- do well on a test
- get a date for the dance
- save money to buy a new pair of tennis shoes
- do a new trick on the skateboard

Long-term:
- go to college
- make the high school track team
- have a nice car
- get married and have a family
- be a doctor
- learn to fly a plane

Tell the students that for this assignment we will call short-term goals "wishes" and we will call long-term goals "dreams." Instruct them to make two columns on a sheet of paper titled "Wishes" and "Dreams." Then ask them to write their short-term and long-term goals in the appropriate columns. Next, ask students to rank order the goals they have listed in each column.

Ask the students how wishing and dreaming can help us achieve our goals. (They can help us keep in mind the things we want to do and the things we want for ourselves. They motivate us to keep working toward our goals.)

Have the students create "wish" stars and "dream" boats in various sizes, materials, and colors. Next, have the students write their wishes and dreams on the stars and boats and display them around the room.

RESOURCES & MATERIALS

Scissors, construction paper, fabric, gift wrap, paint, crayons, markers, decorations

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ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to work with design, drawing, painting, printmaking, sculpture, and crafts.

Fine Arts Grades 7/8

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.A-4. Identify people, places, and events that influence personal life-style.

ASSESSMENT CRITERION

Identify influences (people, places, and events) on personal life-style.

ACTIVITIES & STRATEGIES

Bring copies of lyrics to current songs that suggest alcohol, tobacco, or other drug use.

Have the class analyze the lyrics for messages concerning alcohol, tobacco, and other drug use and the problems that can occur as a result of a person's using these drugs.

Discussion questions might include:

- What kind of messages do these songs send?
- Do you think the people who hear this music will pay attention to the messages in the lyrics?
- What effect might these lyrics have on younger students?
- Do you feel music such as this can be harmful?
- Can music be helpful in persuading people to live a healthy life-style and not to use alcohol and other drugs?
- Should lyrics that encourage the use of alcohol, tobacco, and other drugs be banned?

Divide the room and have students choose a side according to whether they agree or disagree with the banning of lyrics that promote the use of alcohol, tobacco, and other drugs.

Conclude with a discussion of what seventh or eighth grade students can do to counter the effects of lyrics that condone or promote tobacco, alcohol, or other drug use in their personal lives and with others.

Suggestions:

- Collaborate with the theater arts class to plan and create a musical about the advantages of a drug-free life.
- Prepare a presentation promoting a drug-free life to give in a school assembly, other classes, a parent meeting, or a community meeting.

RESOURCES & MATERIALS

Lyrics to current songs

TEACHER TIP

Have students use the persuasive/classificatory writing model to analyze both sides of the issue, to list details to support each viewpoint, and to reach a conclusion or choose a side.

Persuasive/Classificatory Model

Viewpoint	Viewpoint
Support for/against	Support for/against
1.	1.
2.	2.
3.	3.
4.	4.

My choice

Support
1.
2.
3.
4.

ESSENTIAL ELEMENTS

• Fine arts. Music. Music history and literature. The student shall be provided opportunities to hear and discuss works from all major musical periods, including the music of contemporary life.

• Fine arts. Music. Performance activities. The student shall be provided opportunities to participate in individual, small ensemble, or large group performances of vocal or instrumental music and practice audience etiquette.

Fine Arts **Grades 7/8**

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Have band students demonstrate and discuss some of the skills required to play instruments. Examples include:

- breath control
- lip control
- eye/hand coordination
- concentration
- memorization

Ask students the following questions:

- Why is each of the skills named above important if an individual wants to play an instrument well?
- Are the skills required for playing an instrument easy to master?
- How would one's ability to play an instrument be affected by the use of drugs such as tobacco, alcohol, marijuana, or crack?

Then have the students do the activity described in the Teacher Resource, "Playing with a Handicap." Ask them what effect different kinds of handicaps might have on the quality of music played. Conclude by asking them to demonstrate the effects they think drug use would have on each of the skills named at the beginning of the lesson.

Give the students a few key feeling words such as sad, glad, tearful, joyous, and elated to use in writing a poem or a rap entitled "Playing with a Handicap." This may be an individual, small group, or class activity.

RESOURCES & MATERIALS

TEACHER TIP

Emphasize that drugs such as tobacco, alcohol, marijuana, and crack cause decreased breathing stamina, inability to concentrate, reduced ability to memorize, deterioration of coordination, and decreased motivation and drive.

Teacher Resource: "Playing with a Handicap"

ESSENTIAL ELEMENT

Fine arts. Band. Mental and physical discipline. The student shall be provided opportunities to develop power of concentration and memorize music. Physical conditioning. The student shall be provided opportunities to develop strength, stamina, and endurance and to develop coordination.

Playing with a Handicap

Divide the band into groups of three or four members. Give each group a roll of masking tape. Have one student in the group tape together the fingers of all the other members as described below:

- Tape the index finger and the thumb of the right hand together.
- Tape the index finger and the middle finger of the left hand together.

Teacher should tape the hands of the final person in each group.

Then have the students attempt to play a song they normally play well. After a few attempts, ask students the following questions:

- Is your performance affected by having your fingers taped?
- Were you able to concentrate easily?
- How is trying to play an instrument with taped fingers similar to trying to play under the influence of drugs?

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-11. Illustrate the effects of tobacco, alcohol, and other drug use on athletic ability and artistic creativity.

ASSESSMENT CRITERION

Explain how athletic ability and artistic creativity are affected by tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Arrange for a guest artist (local professional musician, college music major) to present a mini-recital during class. Make sure the artist understands that you are asking him or her to represent a positive "drug-free" role model. Let the artist know that he or she will be asked specific questions about smoking, drinking, and other personal habits that affect performance. Also, prepare students to ask appropriate questions in a polite manner.

Following the mini-recital, conduct a question/answer session. Start the session by asking the following questions:

- Do you smoke? Why not?
- What are your rules regarding alcohol, sleep, and food prior to a performance?
- Do you believe that drugs can be harmful to a performer? Why?
- Under what circumstances do you do your best work?
- How do you cope with nervousness before a performance?

Allow students to ask questions. Before the arrival of the artist, emphasize that questions should be politely phrased and not too personal.

After the artist leaves, conduct a concluding discussion on the effects of tobacco, alcohol, and other drugs on artistic ability and creativity.

RESOURCES & MATERIALS

Guest artist

TEACHER TIP

Be sure to question potential guest artists very carefully to be certain that they will not inadvertently send the wrong message to students. If, during the question-and-answer session, the discussion strays away from a clear, "no-use" message, intervene by expressing your own strong anti-drug feelings.

ESSENTIAL ELEMENT

Fine arts. Music. Performance activities. The student shall be provided opportunities to practice audience etiquette.

Fine Arts **Grades 7/8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-3. Recognize the effects of tobacco, alcohol, and other drug use on interpersonal communication and relationships.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drug use.

ACTIVITIES & STRATEGIES

Discuss what constitutes a healthy balance of family roles, school roles, and community roles in students' lives. Encourage students to identify the various roles they play.

Have students draw and paint images depicting the various roles they play on 3" x 5" tagboard cards. Then have students use dowel rods and string to hang the cards to create a balanced mobile.

Ask students to print the word "Drugs" on a separate card and paper clip the DRUG card on top of any other card. This will upset the balanced mobile and illustrate how alcohol and other drugs can ruin a well-balanced life.

Discuss the activity by asking the following:

- Is your "life mobile" balanced with the addition of drugs?
- What role was given up in order to add drugs to your life mobile?
- What would happen if you added more drugs (another card) to your life mobile?
- Do you think that using drugs really unbalances your life? Why or why not?

Explain that when a person adds drugs to his or her life, everything becomes unbalanced.

Lead discussions to emphasize the importance and the impact of choosing not to use drugs.

RESOURCES & MATERIALS

Tagboard cards, paper clips, dowel rods, string

TEACHER TIP

While discussing imbalance in dysfunctional families, remind students that balance can return to a family when problems are worked out. Students need to know that things can get better.

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to work with design, drawing, painting, printmaking, sculpture, and crafts.

Fine Arts **Grades 7/8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, or other drugs.

ASSESSMENT CRITERION

Identify social pressures and enticements to use tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Instruct students to select a substance such as alcohol or marijuana and to do limited research to determine why this substance should not be used. Have each student design an ad to convince an audience of their peers not to use that drug. Stress the importance of catchy slogans and bright colors.

Some possible uses for the ads are to:

- create posters from the ads and display them around the school
- use the ads in a school or district publication
- create a booklet of ads to share with other classes or younger elementary students

Option:
Have students design posters to use in publicizing a drug-free school activity. The activity could be a school play, written, produced, and performed by the fine arts department.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Fine arts. Art. Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to work with design, drawing, painting, printmaking, sculpture, and proportion.

Fine Arts **Grades 7/8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

11.B-9. Define and characterize the symptoms of codependence.

ASSESSMENT CRITERIA

- Describe several symptoms of codependent behavior.
- Describe the development of codependent tendencies.

ACTIVITIES & STRATEGIES

Describe the plot, setting, and characteristics in Eugene O'Neill's drama, *Long Day's Journey Into Night.* Show a videotape, if available; if not, have students read the play.

In the play, the well-to-do father is a confirmed miser who has a magnificent respect for money induced by an improverished childhood. The elder son is an alcoholic who drinks from sheer frustration. The younger son is tubercular. The mother is a drug addict whose addiction resulted from the father's penury in sending her to a second-rate doctor. Even the illness of the younger son is being treated by the cheapest local physician, and the father is hoping to send him to a state sanatorium where he will expire inexpensively.

Explain the concept of codependence to the students. (See Teacher Tip.) Have them demonstrate the concept by participating in a three-legged race. Following the race, allow time for students to process their feelings concerning dependence on another person during the race. Lead them in exploring similarities in the relationships with their partners in the race and relationships that develop in codependent families. Ask them who the codependent is in *Long Day's Journey Into Night.* Is there more than one codependent? Follow with these questions on an overhead transparency:

- How do you know the character(s) is (are) codependent?
- What might have happened in his or her early life to cause turmoil, based on what you know?
- Why are this character's relationships so distorted?
- What do you think held this family together?
- Why do you think the story ended as it did?
- How would you have ended the story if you had been the author?

Encourage students to explore what they feel could drive persons to endure this type of life. Students' responses will be hypothetical. Explain that there are no correct or incorrect responses.

RESOURCES & MATERIALS

Teacher Tip

Codependency is an emotional, psychological, and behavorial condition that may develop as a result of an individual's prolonged exposure to and practice of a set of oppressive rules—rules that prevent the open expression of feelings as well as the direct discussion of personal and interpersonal problems.

Codependent behavior can consist of making excuses for the user, covering up for the user, keeping secrets in the family, and lying to protect the family.

Overhead transparency: "Character Analysis"

For more information:
Codependent No More by Melody Beatty, Harper/Hazelden, p. 28.

ESSENTIAL ELEMENT

Fine arts. Theater arts. Aesthetic growth through appreciation of theatrical events. The student shall be provided opportunities to analyze and evaluate theatrical experiences.

NAME_____ DATE_____

Character Analysis

1. Why do you think this character is codependent?

2. What might have happened in his or her childhood to cause such turmoil, based on what you know?

3. Why are this character's relationships so distorted?

4. What do you think held this family together?

5. Why do you think the story ended as it did?

6. How would you have ended the story?

Health **Grades 7/8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.A-1. Describe personal strengths and weaknesses.
III.B-3. Distinguish what individuals can control and what they cannot control.

ASSESSMENT CRITERION

Identify personal weaknesses, shortcomings, and personality or character flaws.

ACTIVITIES & STRATEGIES

Discuss the well-known cliche, "Nobody's perfect." Emphasize that all people have weaknesses, but they also have strengths. We should be proud of our strengths and accomplishments, and, rather than being ashamed of our weaknesses, we should do our best to overcome them.

Point out the difference between weaknesses that are correctable and those that are not. For example, poor grades in school can be improved by studying harder, but many physical weaknesses such as weak ankles or nearsightedness may not be entirely correctable.

Ask for volunteers to name weaknesses they want to overcome. Talk about some of the weaknesses the students named that may be beyond their control but for which they compensate in some way.

Discuss the fact that many persons have what appear to others to be handicaps. Have students read about Franklin Delano Roosevelt and discuss how he overcame a handicapping condition to become a powerful, successful, well-adjusted person.

Ask students to name other well-known persons who overcame handicaps and to choose one to be the subject of a diamanté. Have each student write a diamanté about his or her chosen person, then write a second diamanté about himself or herself, using only positive words.

RESOURCES & MATERIALS

Diamanté:

____ Subject's name
____ ____ ____ three adjectives
____ ____ ____ ____ ____ five nouns
____ ____ ____ three participles
____ Subject's name

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to recognize own personal attributes and attitudes.

Health **Grades 7/8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.D-2. Describe the importance of setting realistic personal goals.
III.C-2. Demonstrate skills for coping with change, success, and failure.

ASSESSMENT CRITERION

Describe the psychological and physiological benefits of setting personal goals.

ACTIVITIES & STRATEGIES

Explain how important both long-term and short-term goals are to individuals. Define both types of goals (short-term goal—something you want to achieve now or in the near future; long-term goal—something that you expect to achieve slowly, over a long period of time or at some distant time in the future).

Have students make two columns on a sheet of paper, using the headings long-term and short-term goals. Ask them to list some of their goals in the appropriate column. Follow up by explaining that, as they grow, they'll have to make even more decisions such as:

- whether to go to college
- where to go to college
- what kind of work to do
- how to spend their money
- what kind of car to buy
- if they want to marry
- whom they want to marry
- if they want to have children; how many

Following this discussion, ask students to brainstorm influences that affect one's ability to set and achieve goals. Encourage them to consider influences in their own lives and to make a list. Then rank order the influences from greatest to least. Ask students to go over the list again and strike through any influences that they think may be unhealthy. Following the listing and ranking exercise, lead students to discuss what a responsible decision involves and how specific influences such as drug use affect one's ability to make a responsible decision.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to discriminate between responsible and irresponsible choices that affect personal health.

Health **Grades 7/8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.D-1. Identify, develop, and practice effective decision-making skills

ASSESSMENT CRITERIA

- Identify effective decision-making skills.
- Describe the psychological benefits of making effective decisions.

ACTIVITIES & STRATEGIES

Tell students that making decisions is one of the best parts of life in a free society such as ours in the U.S. However, it is also one of the most difficult. Learning how to make good decisions is highly important.

One way to feel more confident about making decisions is to learn how to make decisions that are healthy and that help us grow in a positive way. Have the students copy and discuss the steps in the decision-making process given in the Teacher Tip.

Guide students through the six-step procedure to make one of the following sample decisions:

- to buy a tape or compact disc out of money you have been saving for a bicycle
- to try out for a football team although you have never played a team sport
- to join an exercise class that meets on Saturdays

Have students list some other decisions they might be faced with now or in the future. Instruct students to pick one decision to be made in the future and to use the six-step process to solve it. Ask the students after they complete the assignment if they feel this is a process they might use to solve an actual problem they are facing. Why or why not?

Conclude with the reminder that by going through a thoughtful process of making a decision, looking at all options and consequences, we are more likely to make a good decision. Even if we make mistakes or need to change a decision, we can learn from our experiences.

RESOURCES & MATERIALS

TEACHER TIP

There are six steps in making a good decision:

1. **Define the problem.**
2. **Determine all your choices.**
3. **Determine the possible consequences of each choice (negative and positive).**
4. **Identify resources (persons who can help).**
5. **Make a decision.**
6. **Evaluate the decision.**

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided with opportunities to discriminate between responsible and irresponsible choices that affect personal health.

Health **Grades 7/8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.C-1. Describe the relationship between stress and tobacco, alcohol, and other drug use.

III.C-2. Demonstrate skills for coping with change, success, and failure.

ASSESSMENT CRITERIA

- Identify psychological and physiological characteristics of stress.
- Identify positive and negative attributes and consequences of change, success, and failure.

ACTIVITIES & STRATEGIES

Define emotional stress (mental tension caused by worry, fear, confusion). Explain that stress keeps us from thinking clearly and that sometimes problems result from bad judgment or poor decision making during times of stress.

For example, when problems arise at home, a person may try to escape by using alcohol or other drugs. But instead of solving problems, drug use only causes more problems. Emphasize that we must learn how to cope with the stressful situations that arise in our lives without resorting to the use of drugs or alcohol.

Ask students to name ways of coping with different kinds of problems. Point out that every person reacts differently to stress. While some people can relieve stress by exercising or playing games with friends, other people may need to talk to someone about what is causing the stress. Emphasize that using drugs makes little problems look like big ones.

Compose an acrostic by writing the word "stress" vertically down one side of the chalkboard. Ask students to suggest ways to relieve stress that begin with the letters in the word.

Have students complete the worksheet, "Handling Problems." Ask for volunteers to read their answers aloud. Let students respond to the answers with any additional ideas or suggestions for different ways they would cope with the problem.

Conduct the relaxation exercises described in the Teacher Resource, "Relaxation Technique."

RESOURCES & MATERIALS

TEACHER TIP

Some students may be too embarrassed to identify problems they have had. A few nonthreatening suggestions would be appropriate here so that students will feel more comfortable mentioning their own problems.

For example:
S—sleep
T—talk
R—read
E—exercise
S—swim
S—socialize

Worksheet: "Handling Problems"

Teacher Resource: "Relaxation Technique"

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to describe sources of stress and analyze various ways of handling stress.

NAME_____ DATE_____

Handling Problems

Describe a problem you once had.

How did you feel at the time?

Were you able to solve the problem? If so, tell how.

Do you think this was a good solution to the problem?

Can you think of a better way to approach this kind of problem?

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

Relaxation Technique

- Instruct students to get in a comfortable position (head down on desk, stretched out on the floor, whatever space permits).
- Tell students to close their eyes and tune out the sounds of their neighbors.
- Ask students to concentrate on their breathing (think "in" when inhaling and "out" when exhaling).
- Tell students to listen carefully to your voice. Your tone of voice and the tempo of your speech can greatly enhance this activity and assist the students in following directions.
- Tell students to make tight fists (as hard as they can) for about 15 seconds. Then ask them to relax their hands and concentrate on what it feels like to have their hands relaxed. Movement should be minimal; students should be "thinking" themselves relaxed. Continue the procedure, asking students to relax their arms, shoulders, back, neck, abdomen, thighs, calves, and feet. By this time, students will look nearly asleep if they have successfully relaxed.
- Ask them to concentrate on their breathing once again. Give them one minute, then ask them to open their eyes.
- Suggest that students practice this technique at home in bed before going to sleep to help relieve stress. Point out that this is also an excellent technique for relaxing before band, choir, or drama performances.

Health **Grades 7/8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.D-1. Identify, develop, and practice effective decision-making skills.

ASSESSMENT CRITERIA

- Identify effective decision-making skills.
- Identify ways in which individuals can improve their decision-making skills.

ACTIVITIES & STRATEGIES

Ask students to list a number of habits and categorize them as healthy or unhealthy. Discuss the difficulty of breaking unhealthy habits.

Have each student set a personal goal such as breaking a habit using the pressure-field analysis. In any conflict situation, there are opposing pressures. Some of these pressures help an individual to move toward a desired goal. Other forces may interfere with goal attainment. In a pressure-field analysis, the individual analyzes the pressures that are operating, examines advantages and disadvantages of courses of action, evaluates them, and decides whether or not to pursue the goal.

Draw vertical lines on the board representing four columns. Use this representation to give a visual picture of how to do a pressure-field analysis on a topic such as homework. The steps in using the pressure-field analysis are as follows:

- Divide a piece of paper into four columns.
- In the first column, write the conflict or problem which exists.
- In the fourth column, write the goal that you wish to reach.
- In the second column, list the pressures which operate to help or to interfere with goal attainment (also called advantages and disadvantages).
- In the third column, identify the consequences of each advantage and disadvantage.
- Evaluate each consequence in terms of gains and risks.
- Choose a plan of action that includes goal attainment or rejection of the original goal.

This activity could be a beginning entry in a health journal that students continue to keep throughout the course.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to describe sources of stress and to analyze various ways of handling stress.

LESSON OBJECTIVES

III.B-2. Demonstrate assertiveness and refusal skills.
III.E-1. List healthy alternatives to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify activities, habits, and attitudes that promote healthy lifestyles.

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TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Have students list healthy activities that are drug free. Examples of healthy activities are:

- listening to music
- going to movies
- working on a hobby
- reading
- playing sports
- forming friendships with nonusers
- hiking
- participating in church, synagogue, or community activities

Instruct students to choose three of these and describe how they would convince other students to join in the healthy activities.

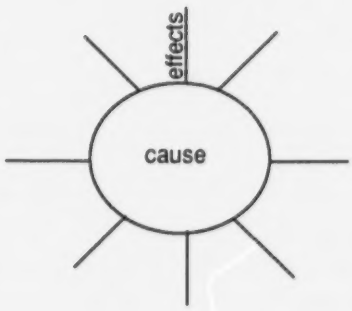
Divide the class into pairs and have students convince their partners to try one of the alternative activities. When all students have had a chance to convince their partners, encourage students to discuss how well their strategies worked. Have them ask their partners if they were convinced to try the alternative activity.

Have students write a short paragraph giving the cause of one of the following effects:
...therefore, we never went there again.
...so my parents said I could have a party.
...so I made some new friends.

Ask volunteers to read their paragraphs.

RESOURCES & MATERIALS

Use the webbing technique to demonstrate cause/effect relationships.



ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to determine alternative courses of action when one is being pressured concerning use of alcohol, tobacco, and other drugs.

LESSON OBJECTIVES

III.C-1. Describe the relationship between stress and tobacco, alcohol, and other drug use.

III.C-2. Demonstrate skills for coping with change, success, and failure.

ASSESSMENT CRITERION

Identify positive and negative attributes and consequences of change, success, and failure.

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TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Review the meaning of stress (mental or physical tension or strain). Have students list and discuss ways that they and their friends and family deal with stress. Determine whether each is a positive or negative response to stress.

Have students create a collage (using magazine pictures) illustrating healthy ways to cope with stress.

Ask students to outline a positive, personal plan to reduce stress. For example:

- avoid assuming too many tasks
- maintain good physical health and good health habits
- get plenty of rest and adequate exercise
- relax by listening to music, going to movies, working on a hobby, reading
- play sports for fun
- share happy and/or sad feelings with a friend

Ask students to keep a daily journal in the health course. Following this lesson, have students answer these questions in their journals:

- When was the happiest time of your life?
- When was the saddest time of your life?
- What did you learn from each?

RESOURCES & MATERIALS

Magazines, poster board, tape, and scissors

Student's personal health journal

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to determine alternative courses of action when one is being pressured concerning use of alcohol, tobacco, and other drugs.

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.C-1. Describe the relationship between stress and tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify the mood-altering and physiological effects of tobacco, alcohol, and other drug use.

ACTIVITIES & STRATEGIES

Read an example of a decision regarding drug use:

Ramon and his family had just moved to a new town. The boys who rode Ramon's school bus invited him to go to a party with them on Friday night. Ramon was having a good time until one of the boys pulled a bottle of liquor from his coat pocket. Another boy lit a cigarette and offered Ramon a cigarette. "All the kids are trying it," they said to Ramon.

(Stop reading here, and ask whether this situation may be stressful for Ramon. Let students suggest ways Ramon can react to this situation. Resume reading to the end of the story and then discuss Ramon's choice.)

"Come on, Ramon, give it a try!" Even though Ramon desperately wanted new friends, he left the party feeling like a coward. He saw Nina, a popular girl, the next day. He said, "You must think I'm a loser." Nina said, "No, I don't. In fact, most of the popular kids don't do those things. For example, the captain of the football team is the president of Students Against Drinking. The boys on your bus think they're tough. They are the losers, Ramon."

At this point, ask the class to consider whether Ramon effectively dealt with the stress of being the new kid.

Following this activity, ask students to name sources of stress or crisis that young people their age might experience.

Examples:

- not making the baseball team (s)
- parents divorce or separate (c)
- involvement with drugs (c)
- change in peer acceptance (s)
- serious illness (c)
- moving to a new school district (s)
- not qualifying for extracurricular activity (s)
- upcoming test (s)

(continued next page)

RESOURCES & MATERIALS

TEACHER TIP

Stress is the body's response to a physical or mental demand or pressure. Stressors are the physical and mental demands. Fight or flight is the body's immediate response to stress.

Health Choices, Hazelden Foundation, 1985.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to describe sources of stress and analyze various ways of handling stress.

ACTIVITIES & STRATEGIES, continued

Conclude the lesson by discussing ways to relieve stress. Have the class brainstorm a few ideas and write them on the chalkboard. Ask students to copy the list and code the items as follows:

- Place an "R" beside any item you do on a regular basis.
- Place an "X" beside any item you would like to do more often.
- Place an exclamation point beside any item you would like to try.

Ways to relieve stress may include:

- talking with a friend
- engaging in a physical activity such as playing basketball or riding a bicycle
- reading for pleasure
- listening to music
- spending time with a pet
- helping another person at home, at school, or in the neighborhood
- planning ahead

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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

Health **Grades 7/8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

I.A-3. Recognize the effects of tobacco, alcohol, and other drug use on interpersonal communication and relationships.

I.B-4. Identify how tobacco, alcohol, or other drug use affects relationships both within and outside a family.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Give examples of inappropriate or unacceptable behavior such as a drop in grades, poor work or school attendance, aggressive or abusive behavior, and out-of-the-ordinary risk-taking. Such risk-taking may be associated with the inflated sense of physical strength or stamina that people who are on drugs may demonstrate. Allow students to give other examples.

Emphasize that there are risks involved in making decisions at any time, but decision making is especially risky when a person is under the influence of drugs. List and discuss some risks including physical harm, loss of self-respect, loss of parental respect, and the loss of respect of friends.

Let students volunteer to role-play "The Mother." Following the role play, allow time for student reactions and comments.

Have students complete the worksheet, "Risky Business." Discuss the worksheet by having students share their ratings of the different risks. Allow time for students to debate differences in opinion. Then ask students to place an "R" in the left-hand margin of the worksheet beside the acts that they perceive to be the results of responsible choices and an "I" beside those they consider to be irresponsible choices. Monitor the responses by asking for "thumbs up" for "R," "thumbs down" for "I."

RESOURCES & MATERIALS

Health Choices, Hazelden Foundation, 1985, p. 205-206.

Narrative: "The Mother"

Worksheet: "Risky Business"

TEACHER TIP

If a student appears to have trouble with this lesson, a referral to the school counselor may be appropriate.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to investigate the range of effects on personal health and safety from the use of alcohol, tobacco, and other drugs and to discriminate between responsible and irresponsible choices that affect personal health.

NARRATIVE:
The Mother

Situation:

An intoxicated mother picks up her daughter at school and takes her daughter and a friend to a shopping mall.

Characters:

Mrs. Johnson—Jane's mother
Karen—Jane's friend
Jane—Mrs. Johnson's daughter
Cory—a boy Jane knows
Mark—Cory's friend

The school bell rings, the school doors open, and students spill out the front door into a rainy afternoon. "Hey," Jane greets her friend Karen, "are you still going shopping with us?" Karen answers, "Yes, I called my mom, and she says it's O.K."

A car drives up, a horn honks, the window is rolled down, and a woman calls out in a loud voice to all the students walking by, "Hi, kids—where's my beautiful daughter? Has anyone seen her?"

Karen and Jane look in her direction, and Karen says, "Come on, let's go." They head toward the car and get in the back seat. Mrs. Johnson says, "Hi, honey. I hope I didn't keep you too long in the rain." The car pulls away from the curb as the mother continues to talk in a somewhat slurred manner. "Hey, did you get a lot of compliments about your new hairdo in school today, honey?" Jane mumbles, "I don't know." "You don't know?" says the mother. "It looks fabulous. I don't know what you were so worried about. It's beautiful!" Mrs. Johnson seems distracted, taking her eyes off the road and leaning toward the back seat. "Where am I going? Where am I going? Oh, yes, I remember. Looks fantastic. Don't you think it looks terrific, Karen?" Karen quietly responds, "Yes, Ma'am."

The car continues down the street, weaving from lane to lane as the mother's voice continues to drone on loudly. She repeats herself often and laughs a lot.

"Sure, when it rained on it, it fell a little bit because it rained on it, but it looked terrific this morning. She got up at 6:00 a.m. and worked on it for two hours and it looked terrific." Jane retorts angrily, "Mom, will you drop it, please?" Her Mom laughs and says, "You don't have to get so snappy about it. I'm just interested. Hey, how's your mother, Karen? I haven't seen her in ages."

A young man is crossing the street. The car brakes and screeches to a stop. Mrs. Johnson yells, "Good grief! Nobody watches where they're going anymore!" She makes an angry fist at the pedestrian. The girls put their heads down, sheepishly looking at each other.

The mother drives into the parking lot at the shopping mall. She takes a wrong turn and ends up going the opposite direction from the arrow painted on the street. Finally, she pulls up to the curb facing a car in front of her, headlight to headlight. She is obviously parked facing the wrong direction.

Her movements are exaggerated. She smiles and turns to look at the girls, who look at each other, glad to have arrived safely. The mother thinks she has missed something and says, "What's going on?" "Nothing," says Jane, angrily averting her eyes. As the mother begins to remove her seatbelt, she points excitedly, "Isn't that what's his name, that boy you like...Cory?" Jane quickly says, "No!" "Sure it is, honey. Aren't you going to say hello?" Jane responds with a more emphatic "NO!" Jane's mother doesn't seem to hear and continues, "Of course you are. What's the matter? Let me get him over here for you. Cory!" she yells out the window, yelling and waving wildly, "Cory! Come here, come here!"

Cory and his friend Mark come over to the car looking quizzically at the woman as she says, "Hi, hi, I'm Mrs. Johnson, Jane's mom. Here's Jane. Don't you want to say hello? Honey, look who's here."

Cory quietly says, "Hello."

Jane and Karen sit in the back seat with their eyes down. They are very embarrassed. Jane says, "Hi," not wanting to look at Cory and Mark at all.

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NAME_____ DATE_____

Risky Business

When trying to make decisions, it's important to consider the risks involved. Often our first thought is about the risk of physical harm, but there are several other types of risks. For the acts listed below, what is the degree of risk for each type (H—high, M—medium, or L—low) for you?

Acts	Risk of friends' disapproval	Risk of losing self-respect	Risk of parents' disapproval	Risk of illness or injury
1. Riding a motorcycle or three-wheeler without a helmet.				
2. Riding with someone who has been drinking.				
3. Telling someone to fasten his or her seat belt.				
4. Using a chainsaw.				
5. Drinking a beer at a friend's home.				
6. Cheating on a test in school.				
7. Skateboarding on city streets.				
8. Turning in a drunk driver.				
9. Accepting a friend's offer to smoke a cigarette.				
10. Not wearing medical identification to warn about allergies.				
11. Saying, "No, thanks" when a friend offers a cigarette.				

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

Health **Grades 7/8**

7/8

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Discuss some of the consequences of the use of drugs such as tobacco, alcohol, and marijuana.

Hand out the worksheet, "What Happens When People Use Tobacco, Alcohol, and Marijuana," and go over the directions with the class. Have students complete their portion of the worksheet and compare answers to the key. Next have them ask one of their parents (or guardians) to complete the parent section. Tell students to compare the key and the answers of their parent/guardian. Then answer the questions at the bottom of the page.

When the students bring the completed worksheets to class, go over the various results of tobacco, alcohol, and marijuana use that were listed by the students, then by the parents. Also, discuss the questions at the bottom of the worksheet.

RESOURCES & MATERIALS

Worksheet: "What Happens When People Use Tobacco, Alcohol, and Marijuana"

For more information:
Pass-Up, 1984, American Lung Association of LA County, p. 25.

TEACHER TIP

Be aware that some parents may choose not to respond. No penalty should be assessed if a student fails to return the worksheet.

TEACHER TIP

Caution: Be sure to lead the students' discussion so that the dangers of drug use are clearly understood.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to investigate the range of effects on personal health and safety from the use of alcohol, tobacco, and other drugs.

NAME_____ DATE_____

What Happens When People Use Tobacco, Alcohol, and Marijuana?

Directions: Fold the paper lengthwise so that you can't see your parent's answers. Write down three things (not including the examples provided) that might happen if someone uses each of these substances. Then have one of your parents do the same thing. Think of things that might happen right away and things that might happen in the future. When the page is complete, compare the answers. Then answer the questions at the bottom of the page.

Student	*Parent*	*Key*
Tobacco	**Tobacco**	**Tobacco**
(Example: bad breath)	(Example: bad breath)	(Example: bad breath)
1.	1.	1. addiction to tobacco
2.	2.	2. lung damage
3.	3.	3. smelly clothes
Alcohol	**Alcohol**	**Alcohol**
(Example: get drunk)	(Example: get drunk)	(Example: get drunk)
1.	1.	1. hangover
2.	2.	2. potential liver damage
3.	3.	3. nausea
Marijuana	**Marijuana**	**Marijuana**
(Example: red eyes)	(Example: red eyes)	(Example: red eyes)
1.	1.	1. lowered inhibitions
2.	2.	2. possibility of arrest
3.	3.	3. lowered sperm count

Questions:

1. How many of your answers were the same as your parent's? _____
2. How many were different? _____
3. Were most of the things that might happen positive (good) or negative (bad) things?
   _____
4. Look at the lists and compare the good things and bad things. If you had to decide whether or not to use these substances based on the three lists, what would you decide? _____

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
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Health **Grades 7/8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-5. Illustrate the effects of tobacco, alcohol, and other drug use on personal judgment and decision making.

ASSESSMENT CRITERION

Relate the physiological and psychological effects necessary to decision-making processes and aspects of personal judgment that are disrupted or negated by drug use.

ACTIVITIES & STRATEGIES

Clear an area in the classroom to ensure safety. Place a strip of masking tape in a straight line on the floor. Ask for a volunteer to spin around for 15 to 20 seconds. Then ask the student to:

- pour water from one plastic glass into another glass
- write the name of the school on the blackboard
- walk a straight line (using the masking tape as a guide)

Have the class observe the volunteer and answer the following questions:

- How well did the volunteer perform these activities?
- How long did the dizziness last?
- What would it be like if it lasted for hours, as it does with drug intoxication?

Ask for another volunteer to spin around for 15 to 20 seconds to get dizzy. When the volunteer stops, have the other students in the class give a situation to which the volunteer must respond immediately. For example, they might say, "You are crossing a busy street. There is a car coming rapidly from the right side..." or, "Your house is on fire; you have two minutes to get out of the house. What is the first thing you do?"

The whole class may be included in this experiment by dividing them into pairs and allowing each student to experience a decrease in motor skills following each 15- to 20-second spin.

RESOURCES & MATERIALS

TEACHER TIP

Important: Do not allow students to spin longer than 20 seconds.

For more information:
Substance Abuse Prevention Activities by Timothy Gerne and Patricia Gerne.

ESSENTIAL ELEMENT

Health. Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to investigate the range of effects on personal health and safety from the use of alcohol, tobacco, and other drugs.

Language Arts **Grade 7**

7

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.D-2. Describe the importance of setting realistic personal goals.

ASSESSMENT CRITERION

Define realistic personal goals.

ACTIVITIES & STRATEGIES

Choose a book or a story about a character who overcomes a low self-image and discovers his or her own uniqueness. Discuss the character with the class and guide the discussion toward behavior associated with low self-image—drug use, for example. Have students define self-image (the way a person views himself or herself) and ask students to suggest why there is a connection between low self-image and drug use.

Explain that comparing ourselves to other people can be harmful if we fail to recognize our own good qualities. But, if we compare ourselves to others with the idea of improving and strengthening our own character or personality, comparison can be a positive thing.

Hand out the worksheet, "Someone I Admire," and give students 10 to15 minutes to complete.

Then, divide the class into groups of three to five students and have students share answers within their group. Afterward, have a class discussion focused on what students learned about themselves through this activity. Did the worksheet help them identify personal strengths as well as weaknesses?

RESOURCES & MATERIALS

Worksheet: "Someone I Admire"

ESSENTIAL ELEMENT

Speech. Enhancement of positive self-image, self-esteem, and self-confidence. The student shall be provided opportunities to develop an awareness of each person's uniqueness.

NAME_____ DATE_____

Someone I Admire

Name a person whom you admire.

_____

Why did you choose this person?

_____

_____

List five reasons why you admire this person.

_____

_____

_____

_____

_____

List things you can do to develop in yourself some of the qualities you admire in this person.

_____

_____

_____

_____

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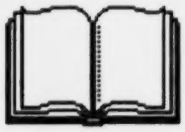
Language Arts **Grade 7**



7

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-1. Communicate thoughts, feelings, and opinions appropriately.

ASSESSMENT CRITERION

Identify healthy, socially acceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

ACTIVITIES & STRATEGIES

Discuss student knowledge of drug-related issues such as:

- health hazards (physical/mental) of drug use
- factors contributing to drug use
- school policies regarding drug use
- alternatives to drug use

Have each student research and prepare a speech for younger students beginning with "Because I'm drug-free, I can _____."

Allow ample time for students to research the topic using sources such as the library, community organizations, and government agencies. Have students practice their speeches for the class. Encourage students to share constructive criticism with their classmates.

Organize a student "speakers' bureau" to present speeches to elementary school students and to other youth or adult organizations within the community.

RESOURCES & MATERIALS

TEACHER TIP

If there are limited materials in your area, possible sources of data include:

Regional drug & alcohol abuse councils

Texans' War on Drugs
11044 Research Blvd.
Austin, TX 78759
(512) 343-6950

National Institute on Alcohol and Alcohol Abuse Clearinghouse for Alcohol Information
P.O. Box 2345
Rockville, MD 20852

National Institute on Drug Abuse Clearinghouse for Drug Information
Kensington, MD 20852

Alcohol, Drug Abuse and Mental Health Administration
5600 Fishers Lane
Rockville, MD 20852

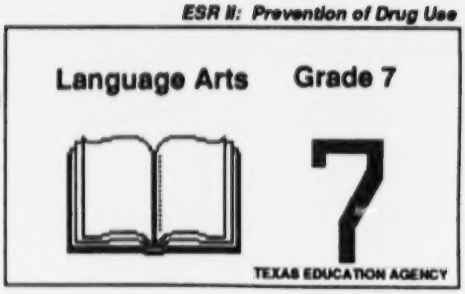
Cocaine Helpline (Round-the-Clock Information and Referral Services)
1-800-COCAINE

ESSENTIAL ELEMENT

Speech. Types of speeches. The student shall be provided opportunities to evaluate speeches given by others and to prepare and deliver various speeches.

LESSON OBJECTIVE

III.D-1. Identify, develop, and practice effective decision-making skills.



ASSESSMENT CRITERION

Evaluate responses from companies that sell and promote products that pose health threats to the consumer and others.

ACTIVITIES & STRATEGIES

Open a class discussion by asking what products on the market pose health threats to teenagers when used as intended. (Cigarettes, smokeless tobacco, and alcoholic beverages, among others.)

Help students develop answers by asking questions such as:

- Why are these products dangerous?
- Why do companies offer them for consumption?

Have students write letters to different companies specifically asking how each company justifies its product in the light of all the available research.

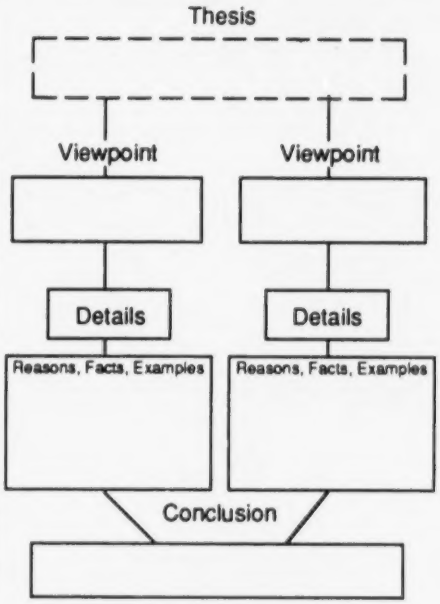
After going through the writing process and final editing, have students prepare the letters and envelopes for mailing.

Upon receipt of a response from a company, lead a class discussion to evaluate the response based on what is known about the product.

If time permits, let the students who wrote to the responding company use the information gathered to write an article for the school newspaper. Ask students to use the persuasive/classificatory writing model for their prewriting activity.

RESOURCES & MATERIALS

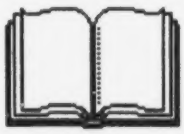
Persuasive/Classificatory Writing Model



ESSENTIAL ELEMENT

English language arts. Writing concepts and skills. The student shall be provided opportunities to write for a variety of purposes and audiences and to synthesize information from several sources.

Language Arts **Grade 7**



7

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Begin the class by asking the students to recall, in sequence, the foods, beverages, and other substances taken into their bodies that day. After they make their lists, discuss the meaning and significance of "sequential" and "simultaneous order."

Next read aloud a brief passage from a story or poem and ask the students to recall the events that occurred in sequence or in simultaneous order.

Then show the overhead, "Behavioral Changes with Alcohol Consumption," and review the sequence of events. Remove the transparency and pass out the worksheet, "The Effects of Alcohol Consumption." Have students rearrange the items in correct sequence.

Following this, discuss the changes that occur in a person's body when alcohol is consumed. Stress that alcohol is toxic (poisonous) when drunk by children or by adults in excessive quantity.

Explain that "intoxication" refers to the harmful effects that alcohol has on the body and mind. Even one drink can affect the drinker's personality, mind, and body. The brain is the first organ affected by alcohol.

RESOURCES & MATERIALS

Overhead Transparency: "Behavioral Changes with Alcohol Consumption"

Worksheet: "The Effects of Alcohol Consumption"

ESSENTIAL ELEMENT

Reading. Comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to arrange details in sequential or simultaneous order.

BEHAVIORAL CHANGES WITH ALCOHOL CONSUMPTION

Low Blood-Alcohol Level

1. Inhibition lowers.
2. Talkativeness increases.
3. Motor skills, all senses, and intelligence are dulled.
4. False confidence is instilled in the drinker.
5. Movement slows.
6. Memory becomes impaired,
7. Bursts of anger, aggression, crying, or excitement occur.
8. Ability to judge distances decreases.
9. Speech slurs.
10. Function of all sense organs is impaired.
11. Mood can shift suddenly.
12. Loss of control of body movements occurs.

High Blood-Alcohol Level

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

NAME_____ DATE_____

The Effects of Alcohol Consumption

Low Blood-Alcohol Level

_____ Inhibition lowers.

_____ Mood can shift suddenly.

_____ Function of all sense organs is impaired.

_____ Bursts of anger, aggression, crying, or excitement occur.

_____ Movement slows.

_____ Speech slurs.

_____ False confidence is instilled in the drinker.

_____ Ability to judge distance decreases.

_____ Motor skills, all senses, and intelligence are dulled.

_____ Memory becomes impaired.

_____ Talkativeness increases.

_____ Loss of control of body movements occurs.

High Blood-Alcohol Level

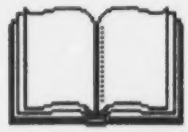
LESSON OBJECTIVE

III.B-5. Identify ways to cope with peer and social pressure to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Summarize ways of handling peer and social pressure to use tobacco, alcohol, and other drugs.

Language Arts **Grade 7**



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TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Discuss what "peer pressure" is.

Have the class read the excerpt from *Tom Sawyer* in which Huckleberry Finn offers Tom Sawyer a smoke of his pipe. (Chapter16—"First Pipes")

Ask the students to describe the implications of this scene as it relates to peer pressure.

Have students consider what effect saying "no," to smoking might have had on Tom and Huckleberry's friendship. Extend this idea by allowing them to write an essay telling what might happen if they were to say "no" to an offer of drugs made by one of their own friends.

RESOURCES & MATERIALS

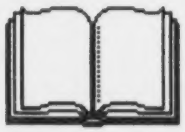
Tom Sawyer by Mark Twain

ESSENTIAL ELEMENTS

• English language arts. Literature concepts and skills. The student shall be provided opportunities to follow plot and character development in stories.

• Reading. Comprehensive skills to gain meaning from whatever is read. The student shall be provided opportunities to predict probable future actions or outcomes.

Language Arts **Grade 7**



7

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-2 Demonstrate assertiveness and refusal skills.

ASSESSMENT CRITERION

Describe effective ways to reject offers of tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Define "assertive" for the class (to be positive and confident in a persistent way). Define "aggressive" for the class (bold and active; pushy). Compare and contrast the two attitudes. Ask students to suggest how having one or the other attitude would affect a person's relationships with others.

Explain that learning to communicate assertively gives people an advantage in resisting pressure to use drugs.

Point out that assertive communication is characterized by the following:

- words—firm, positive language that clearly expresses your thoughts
- body posture—sit or stand straight, with hands moving freely
- continuous eye contact—direct
- voice tone—smooth, clear, firm, loud enough to be heard easily

Discuss assertive things to say in unsafe situations such as: "No!" "Stop it!" "I don't want to." "Get away from me."

Divide the class into four groups and give each group a situation from the "Role Play Situations" handout. Let the students practice for a few minutes and then have each group perform the role play for the whole class. Remind students to practice assertive communication in the role play showing how to resist pressure to use drugs as described above.

Discuss the way each group chose to deal with each situation. Ask the class to suggest other ways of dealing with the situation that would be more assertive. Also ask students to name some ways they could use assertive communication in their everyday lives. Encourage students to communicate more assertively, but not aggressively, in the future.

RESOURCES & MATERIALS

Handout: "Role Play Situations"

ESSENTIAL ELEMENT

Speech. Types of speeches. The student shall be provided opportunities to explore the use of the voice and body in speaking situations.

Role Play Situations

1. Bobby and Tom are walking home from the bus stop. A car stops and the driver, who is a friend of Tom's older brother, offers Bobby and Tom a ride and a beer from a six-pack he has in the front seat of the car.

2. Sondra and Sarah go to a party at Taneisha's house, while Taneisha's parents are out of town. There are older kids there from high school and college, and they are drinking beer from a keg and smoking cigarettes. They keep asking Sondra and Sarah if they want some beer.

3. Luis and Dave are skateboarding when Richard asks if he can join them. After they play for a while, Richard shows them a bag of marijuana he found in his older brother's bedroom. Richard and Dave decide they want to try to smoke the marijuana, and they try to pressure Luis to smoke, too.

4. Whitney and Talia are at the mall on a Friday evening, and they see some older kids from school at the record shop. The older kids ask them if they want to go to a party where there will be free wine coolers and 50¢ beer. The older kids begin to tease Whitney and Talia and try to convince them to come along.

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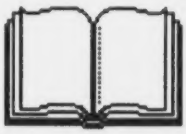
TEXAS EDUCATION AGENCY
ESR II

Language Arts Grade 8



8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.A-2. Realize personal uniqueness

ASSESSMENT CRITERION

Explain factors that make an individual unique.

ACTIVITIES & STRATEGIES

Choose a book, story, or poem for students to read, aloud or silently, and identify the needs of specific characters. Place the needs in the hierarchy. As a group activity, explain the cause/effect relationships in the characters' lives.

Distribute the "Realizing and Understanding My Needs" worksheet and review the chart. Explain the types of needs described at each level, using Maslow's Hierarchy of Needs. Instruct students to fill out the chart during the course of the class discussion.

Have students share some of the needs they have had as babies, children, and teenagers and place them on the hierarchy. Ask them to explain how these needs changed over time.

Next, discuss the needs the students expect to have as young adults, middle-aged adults, and older adults and locate these in the hierarchy. After all students who wish to contribute to the discussion have spoken, ask the students if they gained any insights from listening to their classmates' expected needs.

Finish the lesson by explaining that most human behavior is directed at fulfilling needs and that needs change as the individual grows and prior needs are met. Discuss why it is important to recognize our needs and to seek healthy ways to meet them.

RESOURCES & MATERIALS

Worksheet: "Realizing and Understanding My Needs" (adapted from Maslow's Hierarchy of Needs)

Maslow's Hierarchy of Needs

ESSENTIAL ELEMENT

English language arts. Reading concepts and skills. The student shall be provided opportunities to identify implied main ideas and related details and perceive cause and effect relationships.

NAME_____ DATE_____

Realizing and Understanding My Needs

Try to visualize the needs you had at earlier ages; then try to project your future needs. Start with the physiological needs and work across.

ME	Physiological Needs	Security Needs	Social Needs	Status Needs
As a baby				
As a child				
As a teenager				
As a young adult				
In middle-age years				
As an older adult				

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

Language Arts Grade 8

8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.D-2. Describe the importance of setting realistic personal goals.

ASSESSMENT CRITERION

Define realistic personal goals.

ACTIVITIES & STRATEGIES

Explain the importance of personal dreams and goals. Point out that having goals in mind helps us work constantly to try to improve ourselves.

Have students write, "My contributions to humanity will be..." at the top of a sheet of notebook paper. Ask students to think seriously about this idea for a few minutes before beginning to write. Beneath each contribution cited, instruct students to list the steps (see the diagram) they would have to take to make that kind of contribution.

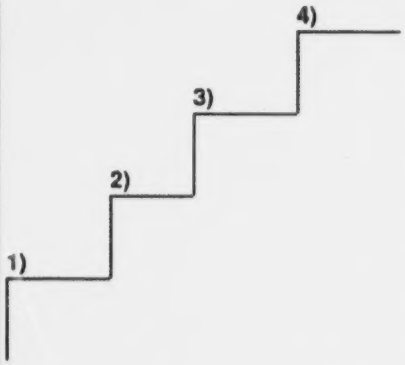
When all students have several ideas written down, have them choose one or more of their possible future contributions to humanity and write each on a blank, unsigned strip of paper. Put the strips on a bulletin board entitled, "I Can Help Change the World."

Allow students to read the proposed contributions placed on the board. Encourage them to continue to add new ideas to their lists to keep them aware of the goals they are working toward.

RESOURCES & MATERIALS

TEACHER TIP

Demonstrate the use of the following model to list steps toward a possible future contribution:

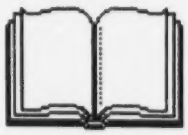


Strips of paper, 2" x 11" (at least one for each student)

ESSENTIAL ELEMENT

English language arts. Writing concepts and skills. The student shall be provided opportunities to write for a variety of purposes and audiences.

Language Arts Grade 8



8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Distribute the worksheet, "Mr. Enderly's Problem." Do not hand out the conclusion to the story, "A Surprise Ending," until later.

After students read the story, have them think about the following questions and write an ending:

- What clues about the man's behavior made you think he was drunk?
- How do other characters in the story seem to feel toward the man? Do they feel fear, ridicule, disgust, apathy, or sympathy?

After students have written their own endings, ask for volunteers to read theirs aloud and answer the above questions.

Then read the actual story ending to the class. Ask students if they were surprised by the real ending. Then ask what the story tells them about the attitudes many people have toward alcoholism. Stress that alcoholism is a disease, like diabetes or cancer, and that alcoholics need treatment to control the disease.

RESOURCES & MATERIALS

Worksheet: "Mr. Enderly's Problems"

Worksheet: "A Surprise Ending"

ESSENTIAL ELEMENT

Language arts. Reading concepts and skills. The student shall be provided opportunities to predict probably future actions.

NAME_____ DATE_____

Mr. Enderly's Problem

Dave Enderly felt strange as he walked down the street. The buildings swayed and the sidewalk moved, and he realized he wasn't walking straight. So, apparently, did people in the street. As he walked slowly and unsteadily toward a neatly dressed woman, she gasped and walked rapidly away. Dave stopped. He looked around and uttered a quiet "Mish-ter," but nobody seemed to hear. Several passersby walked past him as if he didn't exist.

He was not well-dressed, but he was neat, and he carried the bag of a salesman. He was obviously very sad. He worked hard each day, starting at dawn and not returning home until evening. But even working more than 12 hours a day did not get him very far. He still barely earned enough money to support his wife and child. He was worried about how they would feed the new baby that would arrive in a few months. And now this. He didn't understand it. He had never been sick before.

Dave walked up to a well-dressed gentleman and said "Mish-ter," but the man simply shook his head, said "I'm sorry, fellow," and continued walking. He was kindly enough, but of no help.

Dave stood waiting for someone else to come along. As soon as he spotted a man about his own age, he called out, "Mishter, please...," but the man cut him off in mid-sentence. "Serves you right," he said. "And so early in the day. If you must drink, at least do it at night." And he walked away with a scowl on his face.

Even in his cloudy brain, Dave realized he had a real problem and he must get help. He wasted no words on the next passerby, an older woman who looked very dignified. "I'm sick, madam," he said. "Please..." "You certainly are," she replied. "Anybody who drinks too much is," and she continued walking, her head high up in the air.

By now Dave was reeling. He could barely stand up. He really felt sick, but nobody would help. He was certain he was going to pass out; then he saw a man standing in the doorway of a warehouse about 40 feet away. In desperation, he made his legs move, hoping to reach the doorway before the man disappeared or he himself collapsed. It seemed like hours, but he finally made it. There stood a tall, muscular guy, smoking a cigar, a smile on his face.

"I'm sick," Dave said. "Please help." The man (the name Paul was embroidered on his work clothes) said, "Yeah, go home and sleep it off. I've had a few too many myself at times," and he laughed.
"But...I...can't...I'm really sick. Please get help," Dave gasped. Paul laughed again. "It sure is awful after the 'high' wears off," he said. "Please...," Dave pleaded, "call...for...help...," and he pointed unsteadily to a telephone booth behind Paul.

Complete the story by describing what, if anything, Paul does and what happens to Dave.

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Children Are People, Inc., Chemical Abuse Prevention Program, St.Paul, Minnesota.

NAME_____ DATE_____

A Surprise Ending

This is how the story "Mr Enderly's Problem" actually ended:

Paul finally called the emergency number. Maybe the guy was on the level. After all, he didn't smell of alcohol. Maybe he really was sick.

The ambulance came and took Mr. Enderly to the nearest hospital. In the emergency room, he was promptly examined. The doctor rushed him into an oxygen tent and was pleased when he saw Mr. Enderly breathing easier. "Haven't seen a case like this in years," he said to the nurse. "A collapsed lung. He's lucky he got here when he did. It'll be weeks before the lung heals. He'll be here for a while."

When Mrs. Enderly arrived, Dave was comfortable and awake. Still, he found it difficult to speak, but slowly he said: "They thought...I was...drunk. Can you...imagine...that?"

The only alcohol he had ever had was a little wine at religious ceremonies. He had never drunk hard liquor in his life—not even a taste.

This is a true story.

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Language Arts **Grade 8**

8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-3. Identify the significance of peer pressure and/or role modeling and imitation.

ASSESSMENT CRITERION

Explain the importance of positive peer pressure and/or role modeling.

ACTIVITIES & STRATEGIES

With the assistance of the school librarian, provide students with a list of books and articles to research concerning peer pressure. Discuss some literary examples of both positive and negative influences.

Ask the students to organize and run a one-day workshop on the topic of peer pressure and to display appropriate books.

Divide the class into groups, Let each group choose an activity such as a simulated TV program, a play, a song composed of new lyrics to a well-known tune, or a videotape presentation to present during the workshop.

Advertise the workshop by displaying posters and fliers and invite other classes in the school to attend.

RESOURCES & MATERIALS

Books on peer pressure, Grades 4-8:

Four Miles to Pinecone by Jon Hassler, Warner, 1977.

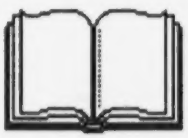
Grey Cloud by Charlotte Graeber, Four Winds, 1979.

The Adventures of Tom Sawyer by Mark Twain.

ESSENTIAL ELEMENT

Language arts. Writing concepts and skills. The student shall be provided opportunities to use the composing process to plan and generate writing, demonstrate clear and logical thinking in support and development of a central idea, and present information in a variety of oral situations.

Language Arts Grade 8



8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, or other drugs.

ASSESSMENT CRITERION

Identify social pressures and enticements to use tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Divide the class into small groups and assign each group one of the following topics to research:

- alcohol
- tobacco
- marijuana
- hard drugs (cocaine, crack, heroin)
- inhalants

Instruct the students to prepare a group presentation to the class on the assigned topic. They may use library resources (books, magazines, newspapers) as well as resources such as pamphlets from drug information centers (local or national) and information from TV documentaries. Allow students adequate time to do their research, which may involve writing letters to obtain information.

Let each group give its presentation, and then conduct a round table discussion that allows all class members to ask and answer questions about drugs.

Once the students have received adequate drug information, instruct each student to write a letter to a fictional friend who is taking drugs. In the letter, the student should try to persuade the friend to stop using drugs by listing reasons why drugs are harmful.

The webbing strategy (see Resources & Materials) will help students generate ideas.

RESOURCES & MATERIALS

National Clearinghouse for Alcohol and Drug Information (NCADI)
Box 2345
Rockville, MD 20852
(301) 468-2600

National Institute on Drug Abuse
5600 Fishers Lane
Rockville, MD 20851
1-800-662-HELP

800-COCAINE
Fair Oaks Hospital
19 Prospect St.
Summit, NJ 07901
1-800-COCAINE

National Federation of Parents for Drug-Free Youth
8730 Georgia Ave.
Silver Springs, MD 20910
1-800-554-KIDS

National Council on Alcoholism
Two East 103rd St.
New York, NY 10029

Webbing strategy:

ESSENTIAL ELEMENT

Language arts. Writing concepts and skills. The student shall be provided opportunities to use the composing process to plan and generate writing.

Language Arts Grade 8

8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.C-4. Identify ways to encourage friends not to use tobacco, alcohol, and other drugs

ASSESSMENT CRITERION

Include at least three different ways to encourage friends not to use tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Present the three following scenarios.Have the students select and respond to one situation by writing a letter to encourage the friend or relative not to use a particular illegal and harmful drug.

Scenarios are:

- You saw your younger brother or sister smoking a cigarette. You decide to write her or him a note about the dangers of smoking or using tobacco in any form.
- Your best friend drinks a wine cooler and offers you one. You decide to let him know that you think drinking alcohol is dangerous and tell him why.
- An older friend who is an athlete tries to persuade you to use steroids. You decide to write him or her a note warning about the dangers of steroid use.

Instruct students in the use of the persuasive writing model and ask them to use the model when writing their letters.

RESOURCES & MATERIALS

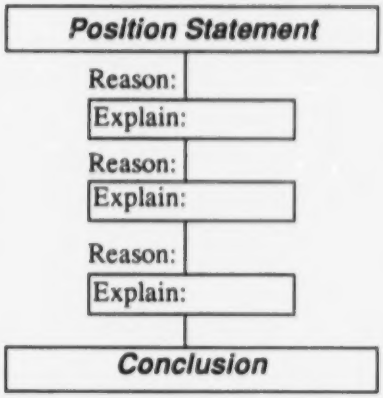
Pamphlets on substance abuse and prevention of drug use from sources such as:

Texas Commission on Alcohol and Drug Abuse
720 Brazos St., Ste. 403
Austin, TX 78701
(512) 867-8700

Prevention Series
Drug Prevention Resources, Inc.
Box 181508
Dallas, TX 75218-1508
(214) 328-7255

Local alcohol and drug abuse councils

Persuasive/Descriptive Writing



ESSENTIAL ELEMENT

English language arts. Writing concepts and skills. The student shall be provided opportunities to use the composing process to plan and generate writing, and the student shall be provided opportunities to write for a variety of purposes and audiences.

Language Arts Grade 8

8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-3. Recognize the effects of tobacco, alcohol, and other drug use on interpersonal communication and relationships.

ASSESSMENT CRITERION

List five dangers to the fetus associated with prenatal drug use by the mother and/or father.

ACTIVITIES & STRATEGIES

Have articles concerning effects of prenatal and perinatal exposure to drugs available in the classroom or arrange for students to visit the school library. Ask the librarian to assist with gathering information.

Group students in triads and have each student read one article, looking for dangers associated with prenatal and perinatal drug use. Ask each triad to list the dangers found and compile all lists on the chalkboard. Discuss the consequences of prenatal drug use to the baby and the family.

To conclude the lesson, ask each student to write an editorial based on the information gathered.

RESOURCES & MATERIALS

Articles from reputable journals and other periodicals on perinatal and prenatal exposure to drugs. Examples include:

The Adolescent Counselor, February/ March 1990, pp. 25-29, Patricia E. Shaw, R.N., C.D.

"Coping with Coke Babies," *The U.S. Journal*, June 1989, p. 1, Gail J. Chernoff.

"Second Chance: As Drug Babies Grow Older, Schools Strive to Meet Their Needs" by Cathy Frost, *The Wall Street Journal*, 1989.

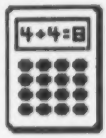
TEACHER TIP

Explain the difference between prenatal and perinatal drug exposure.

ESSENTIAL ELEMENT

English language arts. Writing concepts and skills. The student shall be provided opportunities to synthesize information from several sources.

Mathematics Grade 7



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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-1. Communicate thoughts, feelings, and opinions appropriately.

ASSESSMENT CRITERION

Identify healthy, socially acceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

ACTIVITIES & STRATEGIES

Make a construction paper key for each student. On *one* key write the word "communication," but do not call attention to it.

Prepare a box with a keyhole cut to fit the "communication" key. Tell students that each of them is to try to unlock the box with his or her key. None of the keys will work except the "communication" key. When that key is tried, the box will open. Tell the students that "communication" is the key to understanding each other.

Let the student who opened the box distribute the worksheets previously placed inside the box. After the students work the problems and decode the message, lead a class discussion on communication. Ask students to name topics that might be difficult to talk about with another person. Examples are:

- attraction to a special boy or girl
- death in the family
- depression
- divorce in the family
- financial problems
- one's weight or complexion
- anger toward someone

Ask students to suggest why these topics are difficult to discuss. Point out that listeners can make it easier for a person to express his or her feelings by being attentive, responsive, and sensitive to the person's feelings.

Discuss the following ways that students can improve their listening skills:

- give full attention to the person talking
- show the person talking that you understand his or her feelings
- restate the person's thoughts and feelings to show that you really are listening

If time permits, allow students to create role play situations in which they can practice their communications skills. Use the difficult situations listed above as topics.

RESOURCES & MATERIALS

TEACHER TIP

Stress that it is important to talk out problems with someone such as a close friend, parent, or teacher and that people feel emotionally relieved when they share their feelings with someone they trust.

Emphasize to students that if a friend is having problems, reporting those problems to an adult who can help is better than letting the friend get deeper into trouble.

Worksheet: "Communication Is the Key."

Overhead transparency: Answer key to "Communication Is the Key."

ESSENTIAL ELEMENT

Mathematics. The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to add, subtract, multiply, and divide rational numbers.

NAME_____ DATE_____

Communication Is the Key

Divide the following problems. Multiply to check the quotient.

W $\frac{37.6}{8}$ H $\frac{115.8}{6}$ L $\frac{4399}{52}$ T $\frac{2308.5}{19}$

A $\frac{18.656}{8}$ I $\frac{4.986}{9}$ N $\frac{3.025}{25}$ U $\frac{1.248}{12}$

B $\frac{41.85}{9}$ K $\frac{6.402}{3}$ O $\frac{155.8}{82}$ D $\frac{213.58}{59}$

E $\frac{193.08}{6}$

Match the above letter to the quotient below and decode the message.

$\overline{4.7}$ $\overline{19.3}$ $\overline{32.18}$ $\overline{.121}$ $\overline{.554}$ $\overline{.121}$ $\overline{3.62}$ $\overline{1.9}$ $\overline{.104}$ $\overline{4.65}$ $\overline{121.5}$

$\overline{121.5}$ $\overline{2.332.}$ $\overline{84.6}$ $\overline{2.134}$ $\overline{.554}$ $\overline{121.5}$ $\overline{1.9}$ $\overline{.104}$ $\overline{121.5}$

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TEXAS EDUCATION AGENCY
ESR II

Communication Is the Key

Answer Key to Communication Is the Key

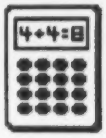
W	4.7	H	19.6	L	84.6	T	121.5
A	2.332	I	.554	N	.121	U	.104
B	4.65	K	2.134	O	1.9	D	3.62
E	32.18						

Match the above letter to the quotient below and decode the message.

W	H	E	N		I	N		D	O	U	B	T,
4.7	19.3	32.18	.121		.554	.121		3.62	1.9	.104	4.65	121.5

T	A	L	K		I	T		O	U	T.
121.5	2.332.	84.6	2.134		.554	121.5		1.9	.104	121.5

Mathematics **Grade 8**



TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-6. Analyze the effects of tobacco, alcohol, and other drug use on earning potential, ability to save money, and spending habits.

ASSESSMENT CRITERION

Evaluate the overall financial, physical, and emotional costs of spending money to continue physiological stimulation rather than to meet basic physical and emotional needs.

ACTIVITIES & STRATEGIES

Have the students plan a monthly budget around an annual salary of $30,000 to $35,000. Tell them that the situation is as follows:

- You are newly married and the combined salaries for you and your spouse total $35,000 a year. What you don't know is that your spouse is addicted to cocaine and that he or she is spending $100 a day on that drug.

Your task is to plan a monthly budget, being sure to include the following:

- house payment (rent)
- car payment plus gasoline money
- electric, water, and gas bills
- clothing
- food
- entertainment
- furnishings
- health care (insurance)
- miscellaneous

Use the overhead transparency, "My Budget," as a sample budget. Based on the budget they created, have students determine what actions they would take when it became apparent that they were in financial trouble because of the cost of the cocaine habit. Let the students work in small groups to devise a strategy for dealing with the problem.

If they decide to cut some budget items, which items would be sacrificed first? Last? Conclude by asking what might be some effects of the spouse's drug habit. Examples are:

- loss of house or car
- loss of friends
- divorce
- lack of money to pay bills
- lack of money to pay medical expenses
- arrest and jail
- loss of physical and mental health

RESOURCES & MATERIALS

TEACHER TIP

Emphasize that an addict is someone who cannot stop using a habit-forming drug or substance and will go to almost any length to obtain the drug or substance.

Overhead transparency: "My Budget"

ESSENTIAL ELEMENT

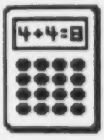
Mathematics. Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to practice skills in personal finance.

My Budget

Monthly Expenses

Housing	$500.00
Automobile	$300.00
Electric, water, and gas	$140.00
Clothing	$ 75.00
Food	$300.00
Entertainment	$ 50.00
Furnishings	$ 40.00
Health care (insurance)	$ 50.00
Miscellaneous	$ 75.00
Total expenses	$1,530.00

Mathematics **Grade 8**



TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.D-2. Analyze the effects of tobacco, alcohol, and other drug use on crime rates and the economy.

ASSESSMENT CRITERION

Identify hardships and difficulties suffered by the community when large numbers of individuals use tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Explain that drug use in the United States costs billions of dollars each year. This cost includes money for drug enforcement, rehabilitation, and drug education. Point out that a portion of the taxes that students' parents pay go to support drug enforcement and education.

Have students complete the worksheet, "Drugs and Crime."

Direct a class discussion by asking the following questions:

- How do you feel about your family paying for the effects of drug use in the U.S.?
- Can you think of other ways in which this money could be used? (For example: youth programs, educational loans, scientific research)
- Can you think of other ways in which the U.S. could get money to deal with the drug problem? (For example: confiscation of drugs and monies belonging to drug sellers)
- How would you solve the drug problem?

RESOURCES & MATERIALS

"Drugs and Crime" Answer Key

1. 486,000 people

2. 6,000 suicides

3. $150; $1,050

4. 3,500,000 arrests

7,500,000 arrests

5. 17,000 accidents

6. $98 billion

Worksheet: "Drugs and Crime"

ESSENTIAL ELEMENT

Mathematics. Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to apply proportion and percent.

NAME_____ DATE_____

Drugs and Crime

1. Fifty-four percent of those convicted of violent crimes had used alcohol before the offense. If 900,000 people were arrested for violent crimes, how many had used alcohol before the offense?

2. Thirty percent of all suicides are at least partly attributed to alcohol. If 20,000 people commit suicide, how many of these suicides were directly or indirectly caused by alcohol use?

3. Drug addicts sometimes resort to illegal activities such as stealing to support their habit. If they resort to crime, they have to steal merchandise valued at three times the cost of the drugs to pay for their habit. If a person has a $50 a day drug habit, how much merchandise would it take to cover his addiction for one day? One week?

4. There are 500,000 drug-related arrests each year. How many drug-related arrests will there be in seven years? In 15 years?

5. Fifty percent of all motor vehicle fatalities are attributed to alcohol use. If there are 34,000 motor vehicle fatalities in one year, how many can be attributed to alcohol?

6. In the United States, approximately $8 billion is spent yearly on drug enforcement; $90 billion is spent yearly by drug users to purchase illegal drugs. If no one purchased illegal drugs for one year, and no money was needed for drug enforcement that year, how much money could be available for health purposes?

LESSON OBJECTIVE

II.A-2. Recognize primary effects of alcohol, tobacco, and other drugs.

ASSESSMENT CRITERION

Define the primary physiological and psychological effects of tobacco, alcohol, and other drugs.

Science Grade 7

7

TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Discuss the fact that all people use chemicals (such as medicines) sometimes and these are helpful when properly used. Other chemicals (drugs) are always harmful, and when people use them, a high possibility for dependence and addiction exists.

Ask the class what they think is meant by the term "alcoholism." Then read the scientific definition of the term. Have students name and discuss examples of problems associated with chemical dependency such as:

- a feeling of helplessness or loss of control over one's life
- loss of a job
- trouble with the law
- frequent illness
- personality problems
- accidents and/or serious health problems

Have students fill out the worksheet, "Alcohol Myths." Review the answers to the worksheet in class.

RESOURCES & MATERIALS

TEACHER TIP

Definition of alcoholism: a physical or psychological dependence on alcohol.

Display brochures, newspapers, magazine articles, and copies of research findings on the effects of alcohol use.

Worksheet: "Alcohol Myths"

"Alcohol Myths"
Answer Key

All answers are false.

The statements are common misconceptions about the alcoholic individual and should be discussed. Emphasize that alcoholism (the name for alcohol dependence) can happen to any person regardless of sex, social status, color, or ethnicity. Alcoholism is hereditary in some cases.

ESSENTIAL ELEMENT

Science. Health concepts and skills. The student shall be provided opportunities to investigate the range of effects on personal health and safety from the use of alcohol, tobacco, marijuana, and other drugs.

NAME_____ DATE_____

Alcohol Myths

Answer true ("T") or false ("F") after each statement.

1. _____ People drive better after a few drinks.
2. _____ All alcoholics drink in the morning.
3. _____ You can't become an alcoholic by drinking beer.
4. _____ Alcoholics drink every day.
5. _____ Women do not become alcoholics.
6. _____ People who drink at parties are not alcoholics.
7. _____ Most alcoholics are bums on skid row.
8. _____ Alcohol is not a drug and is less harmful than smoking marijuana.
9. _____ If parents don't drink, the children don't drink.
10. _____ Alcohol warms the body.
11. _____ Alcohol is a stimulant.
12. _____ Black coffee and a shower will help to sober up a person.
13. _____ People are friendlier when they are drunk.

Science Grade 7

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.A-2. Recognize primary effects of alcohol, tobacco, and other drugs.

ASSESSMENT CRITERION

Define the primary physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Begin the lesson by stating that "there are many activities in which young people particularly should not take part." Ask students to interpret the statement. Follow-up by giving some examples—drinking beer, wine coolers, or other alcoholic beverages; smoking cigarettes or pipe tobacco; and using chewing tobacco or dipping snuff. Then ask why this is true.

Obtain brochures on the harmful effects of tobacco use and have students review them. Explain also that tobacco is harmful to anyone, regardless of age, but it is especially harmful to young people. That is the reason that Texas law prohibits the sale or delivery of tobacco to any person under 18 years of age. (See Appendix E.)

Discuss the effects of nicotine on living organisms, including humans. Emphasize the following points:

- Is nicotine found in all types of tobacco? (yes)
- Nicotine has a constrictive effect on the blood vessels. What are the physical reactions that may occur as a result of this effect? (higher heart rate, elevated blood pressure)
- Which component in cigarette smoke promotes physiological dependency? (nicotine)
- What effects does nicotine have on the human body? (It first stimulates, then depresses the nervous system. It stimulates the cardiovascular system, causing an increase in heart rate, blood pressure, and coronary blood flow.)

Arrange to have a speaker from the American Cancer Society bring slides showing the effects of nicotine on human tissue (including cancerous and noncancerous cells). Have students view the slides under a microscope.

RESOURCES & MATERIALS

For more information:
U.S. Department of Health and Human Services

ESSENTIAL ELEMENT

Science. Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to describe the essential life activities carried on by living cells.

LESSON OBJECTIVE

II.A-2. Recognize primary effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Define the primary physiological and psychological effects of tobacco, alcohol, and other drugs.

Science **Grade 7**

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TEXAS EDUCATION AGENCY

ACTIVITIES & STRATEGIES

Discuss some of the effects of tobacco use such as a decrease in the ability to breathe, yellow teeth, stained fingers, holes in clothes, expense, and smoke odor in hair and clothes. Then discuss the hidden effects such as heart and lung disease. Emphasize that persons who are around the smoker suffer the effects of sidestream smoke.

Conduct a scientific investigation to observe the effects of smoke on plants. Make sure students understand the functions of the control and experimental plants. Prepare two terrariums with identical conditions. Place a smoldering cigarette in one terrarium (see diagram for set up) every day for at least two weeks. Do not allow smoke in the second terrarium. Observe both terrariums daily and have students compare the growth of the plants. The plants in the smoke-filled terrarium will not grow as rapidly as the others.

Link the observations made on the effects of sidestream smoke on people by asking students the following questions:

- What is it about smoke that retards plant growth?
- Cigarette smoke contains tar, nicotine, carbon monoxide, hydrogen cyanide, nitrous oxide, and other gases. How do these substances seem to influence plant growth? How do these substances influence human smokers?
- What is it like to be on an elevator or in a small room with a smoker?

RESOURCES & MATERIALS

Teacher Resource: "Cigarette Smoke and Plant Life: An Experiment"

Materials needed are:
three control plants, three identical experimental plants purchased from the same place, two aquariums with lids (five gallons or less), potting soil, hand-squeeze pump, cigarettes, and safety matches

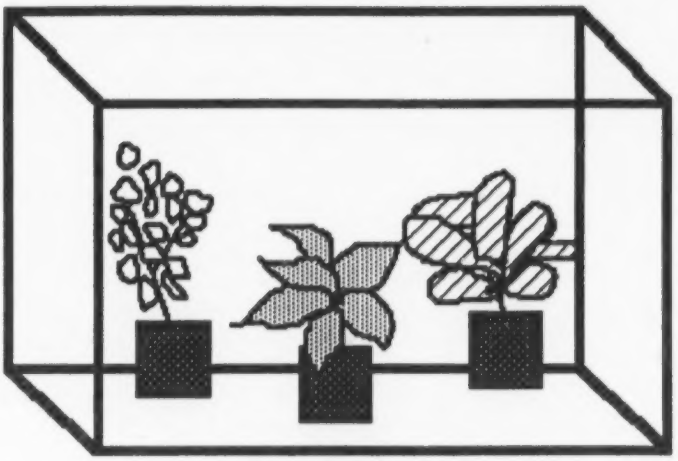
TEACHER TIP

Obtain approval to use a burning cigarette from the school administrator prior to implementing this activity.

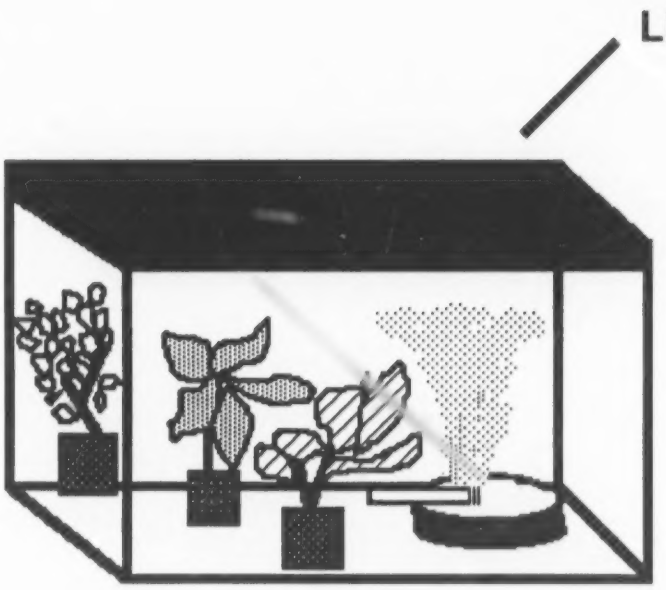
ESSENTIAL ELEMENT

Science. Life science. Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to describe ecological relationships in the environment.

Cigarette Smoke and Plant life: An Experiment



Control Aquarium



Experimental Aquarium with Burning Cigarette

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TEXAS EDUCATION AGENCY
ESR II

Science Grade 7

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Explain that the senses of taste and smell are usually less acute in smokers due to the numbing effect of tobacco on sensory endings in the nose and throat. This effect resembles the numbing effect of extreme cold.

Demonstrate this effect by having students conduct the two experiments described below.

Experiment 1: (See Teacher Resource: "Experiment 1")

Blindfold a volunteer and ask the person to hold his or her nose. Apply an ice cube to the tongue until the tongue is numb. Then determine his or her ability to taste sweet, sour, bitter, and salty substances. Keep track of whether the student is able to identify each substance correctly.

Explain that this is much like the effect tobacco has on the tastebuds. Smokers experience reduced ability to taste what they eat.

When the nose is plugged or pinched, we cannot distinguish variations in taste. Tobacco desensitizes the olfactory nerve and results in a similar effect.

Experiment 2: (See Teacher Resource: "Experiment 2")

Do not let the class know what foods they will be tasting. Blindfold and plug the nose of a student volunteer. Have him or her taste a piece of apple and a piece of potato. Both foods have similar textures but very different flavors. Ask the volunteer to identify each food. The student will probably be unable to distinguish between the two.

RESOURCES & MATERIALS

Teacher Resource: "Experiment 1"

Materials needed are:
ice cubes; solutions of sweet, sour, bitter, and salty substances (vinegar, lemonade, dill pickle juice, lemon juice, soy sauce, onion, and hot mustard); cotton swabs; water for rinsing mouth; spitting vessel (spittoon)

Teacher Resource: "Experiment 2"

Materials needed are:
slices of apple, slices of potato, blindfold, soft nose plugs

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ESSENTIAL ELEMENT

Science. Life science. The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to predict outcomes of life processes.

EXPERIMENT 1

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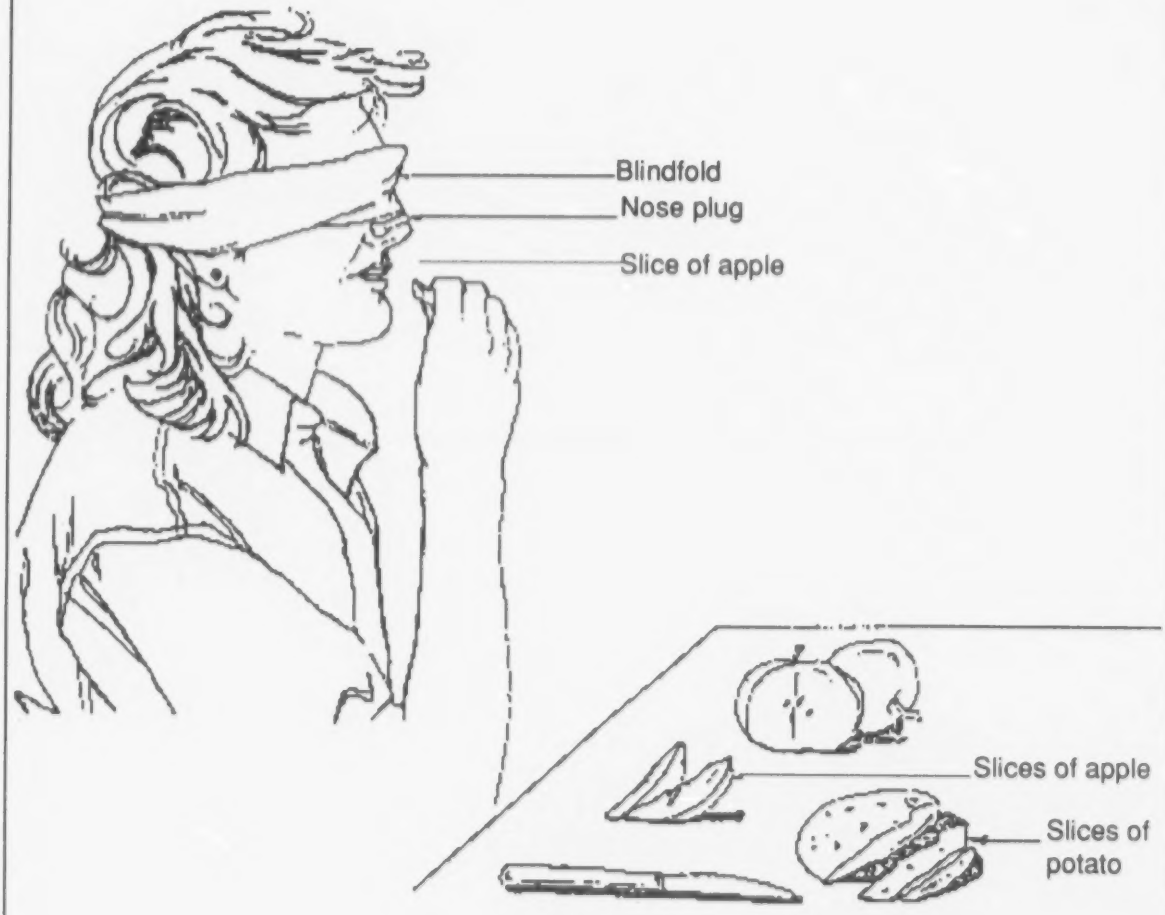
ESR II

EXPERIMENT 2



Science Grade 7

7

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Discuss the constricting effects of cigarette smoking on blood vessels. Demonstrate the effect of reducing the diameter of blood vessels by having students conduct the experiment illustrated on the overhead transparency, "Blood Pressure."

- Insert one tube in each beaker with the outside end of the tube plugged. The end of the tubing inside the beaker should be one inch from the bottom.
- Fill beakers with equal amounts of water.
- Have students remove the plugs from both tubes. (Be sure the ends of the tubes are over a sink or container.)
- Observe differences in the distance and force with which the water runs out of each tube.
- Repeat the experiment and record the amount of time it takes for the water to empty from each container. Compare the results.

Discuss the following questions with the class:

- What is blood pressure? (the force with which blood pushes against the vessel walls as it travels through the circulatory system)
- Why does the beaker with the 1/4" tube empty with a greater force? (measured by the resistance of water leaving the tube)
- In a person, what effect might this type of constriction have on blood flow? (decreases amount of oxygen to heart/cells)
- What is high blood pressure? (when blood pressure in the blood vessels is greater than normal)
- What can be done to reduce high blood pressure? (reduce sodium/salt intake, lose weight, take medication)

RESOURCES & MATERIALS

Overhead transparency: "Blood Pressure"

Two equal size plastic beakers or jars, 1/2" and 1/4" flexible tubing, 1/2" and 1/4" plugs, water, sink or container to collect water

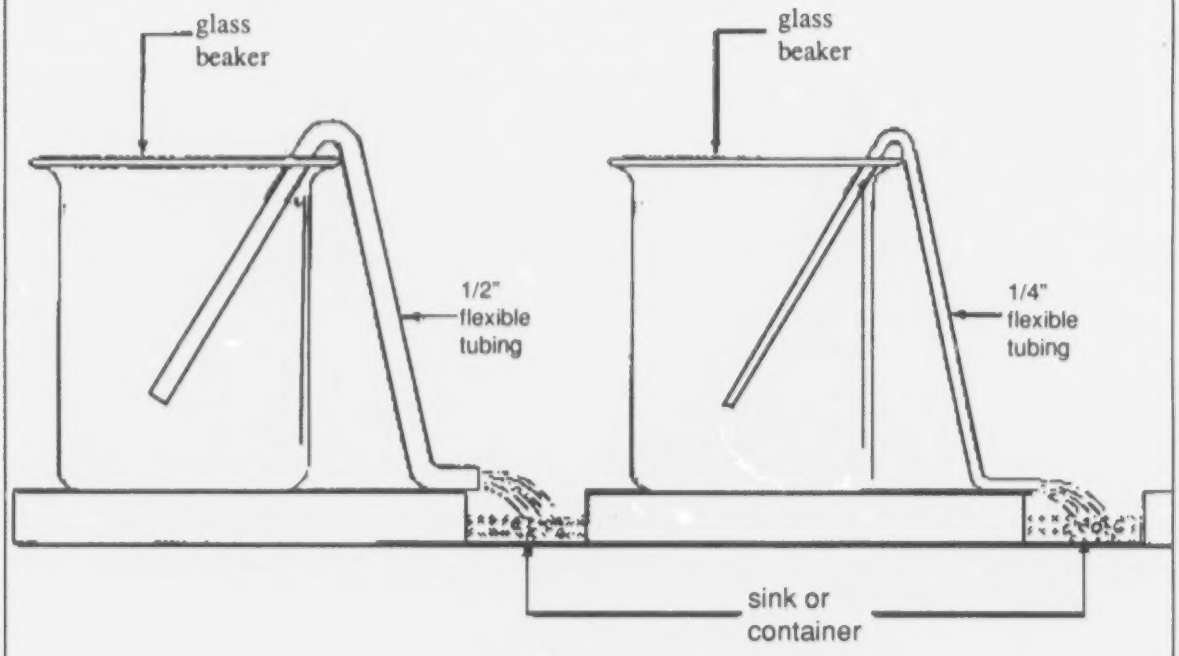
ESSENTIAL ELEMENT

Science. Life science. Manipulative laboratory skills. The student shall be provided opportunities to demonstrate the safe use of microscopes, other laboratory equipment, and chemicals in life science investigations.

Blood Pressure

EQUIPMENT NEEDED:

- 2 plastic beakers or jars of equal size
- 2 pieces of flexible tubing—one 1/4" in diameter and the other 1/2" in diameter
- 1/4" and 1/2" plugs for the tubes
- Water
- Sink or container to collect water



WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

Science Grade 7

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

II.B-7. Define addictive behavior and discuss its effect on the family.

II.C-1. Identify and acknowledge federal, state, local, and school laws and policies regarding all aspects of tobacco, alcohol and other drug use.

ASSESSMENT CRITERION

Describe federal, state, and local laws governing use, possession, and sale of alcohol, tobacco, and other drugs.

ACTIVITIES & STRATEGIES

Have students administer a smoking survey using the worksheet, "Smoking Questionnaire." They should ask family members or friends to answer the questions.

Compile information from individual questionnaires to arrive at class statistics. Have students make charts showing class statistics such as total number of people surveyed, people between the ages of 20 and 30, people between the ages of 40 and 50, people who have tried to quit more than three times, and other interesting statistics.

Then have students create graphs to reveal other survey findings such as age and years of smoking. Compare and describe any patterns in the data.

Discuss the results of the smoking survey. Ask students to suggest the reasons behind the "No Smoking in Public Establishments" policy.

RESOURCES & MATERIALS

Worksheet: "Smoking Questionnaire"

ESSENTIAL ELEMENT

Science. Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to plot data on graphs and other displays.

NAME_____ DATE_____

Smoking Questionnaire

Person Interviewed	Age	How many years smoking?	Tried to quit? Yes / No	How many times?	Do you know it is bad for your health?
1					
2					
3					
4					
5					
6					
7					
8					

Science Grade 7

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Discuss the effects of smoking on the lungs, mouth, teeth, and throat. Demonstrate the effects by having students construct the "smoking machine" according to directions on the handout, "Making a Smoking Machine." If possible, have students conduct the experiment near an open window.

When the cigarette has been completely smoked, extinguish it and empty the cotton balls from the bottle onto a tray. Have students examine the cotton balls and the bottle, then ask the following questions:

- How do the cotton balls look after the smoking test?
- How does the bottle look?
- What do you think cigarette smoke does to the inside of a person's lungs? Teeth? Throat?

An extension of this experiment can be done by rubbing the cotton balls (or piece of cloth) used in the experiments on the leaves and stems of several plants and observing the results.

Place a burning cigarette in an ashtray in the bottom of a fish bowl or place a glass chimney over an ashtray. Stretch a piece of white cloth over the top of the fishbowl or glass chimney. After the cigarette has burned for a while, have a student remove the cloth. Let students inspect the impurities on the cloth.

RESOURCES & MATERIALS

Handout: "Making a Smoking Machine"

Plastic detergent bottle (rinsed and dried) with cap, a 5-10 cm. tube about the size of a cigarette, cotton balls, clay, cigarette, safety matches, ashtray

TEACHER TIP

Prior administrative approval for this experiment is suggested because a burning cigarette is required.

Cigarette, fishbowl or glass chimney, ashtray, small piece of white cloth, matches

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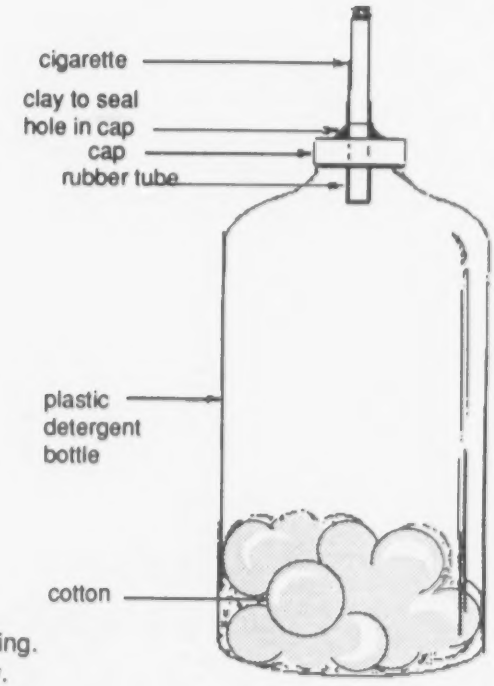
ESSENTIAL ELEMENT

Science. Health concepts and skills. The student shall be provided opportunities to investigate the range of effects on personal health and safety from the use of alcohol, tobacco, marijuana, and other drugs.

NAME_____ DATE_____

Making a Smoking Machine



1. Make a hole in the cap the size of the tubing.
2. Put tubing into the hole and seal with clay.
3. Put cotton balls into the bottom of the bottle and an unlit cigarette into the outside end of the tubing.
4. Screw on the cap.
5. Force the air out of the bottle by pressing on it firmly.
6. Light the cigarette and begin pumping the bottle slowly and steadily.
7. Remove the bottle cap when pushing the air out of the bottle, then replace before pulling air through the cigarette. You can also punch a hole in the bottle to let the air escape, then cover the hole before pulling air in through the cigarette.
8. When the cigarette has been completely smoked, extinguish it and empty the cotton balls from the bottle onto a tray.

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-1. Explain the physiological and psychological effects of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the physiological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Explain that life insurance companies use life tables to calculate insurance risks and to establish insurance rates.

Divide the class into groups and give each group a copy of the handout, "Smoker and Nonsmoker Deaths."

Have students use the life tables to compare the survival rates of smokers with those of nonsmokers. Point out that examining the graph enables them to identify at what age 50% of smokers and nonsmokers will still be alive.

Emphasize that other unhealthy lifestyles such as using alcohol or overeating might cause similar differences in survival rates and life expectancies.

Distribute the worksheet, "Smoker and Nonsmoker Deaths— Questions," for student to complete.

RESOURCES & MATERIALS

Handout: "Smoker and Nonsmoker Deaths"

Worksheet: "Smoker and Nonsmoker Deaths— Questions"

ESSENTIAL ELEMENT

Science. Life science. Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to compare the rates of life processes.

NAME_____ DATE_____

Smoker and Nonsmoker Deaths

SMOKERS				NONSMOKERS			
Age	Number Alive at Beginning of Year	Expected Deaths During the Year per 1000	Expected Deaths During the Year	Age	Number Alive at Beginning of Year	Expected Deaths During the Year per 1000	Expected Deaths During the Year
35	100,000	1.53	153	35	100,000	.45	45
36	99,847	1.65	165	36	99,955	.50	50
37	99,682	1.84	183	37	99,905	.56	56
38	99,499	2.02	201	38	99,849	.61	61
39	99,298	2.33	231	39	99,788	.71	71
40	99,066	2.65	263	40	99,717	.83	83
41	98,804	2.99	295	41	99,635	.94	94
42	98,509	3.41	336	42	99,541	1.06	106
43	98,173	3.79	372	43	99,435	1.19	118
44	97,801	4.20	410	44	99,317	1.35	134
45	97,390	4.75	463	45	99,183	1.53	152
46	96,927	5.43	526	46	99,031	1.75	173
47	96,401	6.06	584	47	98,858	1.96	194
48	95,817	6.71	643	48	98,663	2.24	221
49	95,174	7.51	715	49	98,443	2.50	246
50	94,459	8.41	794	50	98,197	2.80	275
51	93,665	9.33	874	51	97,922	3.11	305
52	92,791	10.16	943	52	97,617	3.50	342
53	91,848	11.15	1,024	53	97,276	3.85	375
54	90,824	12.26	1,113	54	96,901	4.23	410
55	89,710	13.50	1,211	55	96,491	4.82	465
56	88,499	15.04	1,331	56	96,026	5.37	516
57	87,168	16.72	1,457	57	95,510	5.97	570
58	85,711	18.35	1,573	58	94,940	6.80	646
59	84,138	20.18	1,698	59	94,294	7.48	705
60	82,440	21.89	1,805	60	93,589	8.42	788
61	80,636	23.89	1,926	61	92,801	9.19	853
62	78,709	25.91	2,039	62	91,948	10.36	953
63	76,670	28.46	2,182	63	90,996	11.38	1,036
64	74,488	31.06	2,314	64	89,960	12.94	1,164
65	72,174	34.13	2,463	65	88,796	14.22	1,263
66	69,711	37.12	2,588	66	87,534	16.14	1,413
67	67,123	40.57	2,723	67	86,121	17.64	1,519
68	64,400	43.76	2,818	68	84,602	19.89	1,683
69	61,582	47.31	2,913	69	82,919	21.51	1,784
70	58,669	50.50	2,963	70	81,136	24.05	1,951
71	55,706	54.98	3,063	71	79,184	26.18	2,073
72	52,643	59.34	3,124	72	77,111	29.67	2,288
73	49,519	64.66	3,202	73	74,823	32.33	2,419
74	46,317	69.62	3,225	74	72,404	36.64	2,653
75	43,093	76.05	3,277	75	69,751	40.03	2,792
76	39,816	81.99	3,264	76	66,959	45.55	3,050
77	36,551	89.65	3,277	77	63,909	49.80	3,183
78	33,274	96.53	3,212	78	60,726	56.78	3,448
79	30,062	103.53	3,112	79	57,278	64.71	3,706
80	26,950	110.31	2,973	80	53,572	73.54	3,940

NAME_____ DATE_____

Smoker and Nonsmoker Deaths—Questions

Use the chart, "Smoker and Nonsmoker Deaths," to answer the following questions.

1. How many smokers will be alive at the beginning of their sixty-eighth year?

2. How many more nonsmokers than smokers are alive at the beginning of:
   - their fifty-fourth year?
   - their sixty-second year?
   - their eightieth year?

3. What percentage of smokers is expected to die in:
   - their forty-fourth year?
   - their fifty-ninth year?
   - their seventy-seventh year?

4. What percentage of nonsmokers is expected to die in:
   - their forty-fourth year?
   - their fifty-ninth year?
   - their seventy-seventh year?

5. What is the total number of expected deaths of smokers between ages 35 and 80?

6. What is the total number of expected deaths of nonsmokers between ages 35 and 80?

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Science Grade 7

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

II.A-2. Recognize primary effects of tobacco, alcohol, and other drugs.

II.A-1. Name and categorize various types of drugs, medicines, and abused substances.

ASSESSMENT CRITERION

Define the primary physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Distribute the handout, "Classification of Drugs." Read it aloud and discuss the different types of drugs.

Divide students into small groups. Assign each group a different drug classification. Instruct each group to choose one chemical in that classification to research in the library. Students should find out what the drug is and how it affects the body. If the information is not available in the school library, students can call a local treatment center or alcohol abuse counselor for the necessary information. The group should work together to write a one-page report on the drug, using the information gathered. Then one member of the group should read the report to the class.

After all groups have given their reports, make a drug resource book using the classification sheet and the group reports.

Hand out the "Drug Classification Quiz" and have students answer the questions. Ask students to exchange papers to grade. If a student is unsure as to whether an answer is correct, have him or her read the answer aloud and let the class respond. Emphasize that all of the drugs on the "Classification of Drugs" handout are dangerous and harmful.

RESOURCES & MATERIALS

Handout: "Classification of Drugs"

TEACHER TIP

Resources for current, up-to-date information include:

National Clearinghouse for Alcohol and Drug Information
Box 2345
Rockville, MD 20852
(301) 468-2600

Texans' War on Drugs
11044 Research Blvd.
Bldg. D, Suite 200
Austin, TX 78759
(512) 343-6950

National Institute on Drug Abuse
5600 Fishers Lane
Rockville, MD 20851
1-800-662-HELP

800-COCAINE
Fair Oaks Hospital
19 Prospect St.
Summit, NJ 07901
1-800-COCAINE

Worksheet: "Drug Classification Quiz"

ESSENTIAL ELEMENT

Science. Health concepts and skills. The student shall be provided opportunities to investigate the range of effects on personal health and safety from the use of alcohol, tobacco, marijuana, and other drugs.

NAME_____ DATE_____

Classification of Drugs

Inhalants	Substances whose fumes are sniffed to give a hallucinogenic high
Stimulants	Drugs that increase alertness and activity
	Examples of stimulants are amphetamines, pep pills, diet pills, cocaine, crack, and caffeine.
Depressants	Drugs that reduce anxiety, relax the body, and slow down body activity
	Examples of depressants are barbiturates, tranquilizers, alcohol, beer, wine, wine coolers, and liquor.
Hallucinogens	Drugs that alter sensation, thinking, awareness, and emotion
	Examples of hallucinogens are mescaline, LSD, and PCP.
Marijuana	Drug derived from the cannabis plant that causes increased heart rate and impairment of short-term memory
Opiates	Drugs that induce sleep and relieve pain (also called narcotics)
	Examples of opiates are codeine, heroin, opium, morphine, and methadone.

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

NAME_____ DATE_____

Drug Classification Quiz

In your own words, write some ways each of the following drugs affects the body and mind.

Inhalants

Stimulants

Depressants

Hallucinogens

Marijuana

Opiates

What can you do if someone pressures you to take drugs?

Social Studies Grade 7

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.A-4. Identify people, places, and events that influence personal lifestyle.

ASSESSMENT CRITERION

Identify influences (people, places, and events) on personal lifestyle.

ACTIVITIES & STRATEGIES

Discuss the meaning of the words "influence" and "respect."

- influence— to change by indirect means the way a person thinks or acts
- respect—to hold in high regard; to show consideration for; to show honor or esteem for

Write these definitions on the board. Under them, have students list the names of individuals who influence them in a positive way and whom they also respect. Ask a few students to share reasons why they respect these people.

Next, give the students about 15 minutes to complete the worksheet, "Influential Adults." Afterward, discuss the worksheet as a class and allow the students to share their responses.

Additional questions to discuss include:

- How many of the influential adults you listed are people you know personally?
- How many are public figures?
- What did they do to influence you positively?
- What factors influence a person not to use drugs? What factors in a person's life could help him or her stop using drugs?

RESOURCES & MATERIALS

Worksheet: "Influential Adults"

ESSENTIAL ELEMENT

Social studies. Attitudes, values, and skills for citizenship. Respect for self and others. The student shall be provided opportunities to respect beliefs of other individuals, groups, and cultures.

NAME_____ DATE_____

Influential Adults

Name three adults who have influenced you.

1.

2.

3.

Tell how each of these adults has influenced you.

1.

2.

3.

Do you think people your age ever influence adults? If so, how?

Describe an incident in which you influenced an adult to do something.

How can people your age influence adults not to use drugs?

If you were an adult, how could you influence people your age not to use drugs?

Has anyone ever influenced you to do something you really didn't want to do? If so, how did they do it? How could you stop this from happening again?

Social Studies Grade 7

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-5. Identify ways to cope with peer and social pressure to use tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Summarize ways of handling peer and social pressure to use tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Introduce the lesson by asking some "What if..." questions. Pose questions based on the social studies material being studied. Look for pressures on persons or governments that may have guided certain decisions.

Discuss the role that peer pressure plays in teenage drug use. Explain different types of negative peer pressure including:

- hidden peer pressure. A drug is not offered directly to you, but it is there and other people are using it.
- forceful peer pressure. Drugs are available and someone tries to force you to use them.
- social peer pressure. Someone makes a friendly offer to share or give you drugs.
- taunting peer pressure. Someone dares you to use drugs and calls you names or makes fun of you if you refuse.

Discuss positive peer pressure. Point out that positive peer pressure can be used to say "no" to the various types of negative peer pressure. Different ways to say "no" include:

- ignoring the person
- saying "no, thanks"
- changing the subject
- hanging out with people who do not use drugs
- staying away from people who use drugs

After the discussion, divide the class into groups. Instruct each group to develop a short skit illustrating an example of negative peer pressure and an example of positive peer pressure (saying "no" to drugs). Give the students about 10 minutes to write their skits. After each skit is presented, let the class decide which type of peer pressure was shown and which technique for saying "no" was used. Ask each group to state the consequences that might result from its decision.

RESOURCES & MATERIALS

Peer Pressure Reversal by Sharon Scott

TEACHER TIP

Emphasize that when they say "no," students put positive peer pressure on their fellow students to do the same.

ESSENTIAL ELEMENT

Social studies. Attitudes, values, and skills for citizenship. Respect for self and others. The student shall be provided opportunities to recognize that individuals must accept the consequences of their decisions.

Social Studies **Grade 7**

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-2. Determine the effects of tobacco, alcohol, and other drug use on self esteem, motivation, and the ability to cope.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Bring newspapers from large cities (*Dallas Morning News, Houston Post*) as well as news magazines to class. Read a few articles and discuss how to determine what is fact and what is opinion.

Divide the class into groups and instruct the groups to read crime reports in newspapers to get an idea of how many crimes are drug related. (It may be necessary to speculate concerning the role of drugs in crime reports.) Have students cut out articles and group them according to the type of crime (robbery, murder, assault) reported. Then ask each group to list the facts found in the articles.

Assign individual or small-group reports concerning the negative results of drug use by famous people such as Ben Johnson, Len Bias, and Elvis Presley. Ask students to separate the facts about drug use by the celebrities from the opinions of the writers. Ask students why it is important for us to hear famous people speak out *against* drugs.

Have students create a poster featuring a famous person who speaks out against illegal drug use. Examples include:

- Michael J. Fox
- Aretha Franklin
- Nancy Reagan
- Bruce Willis
- Stevie Wonder
- Kirk Cameron

Invite a guest speaker who can relate drug use to the crime rate in your community. Suggestions for guest speakers include district or county attorney, police officer or representative from the sheriff's department, or someone from the Department of Public Safety.

Relate the skill of distinguishing fact from fiction to future social studies lessons when appropriate. An example is the study of myths surrounding native Americans.

RESOURCES & MATERIALS

Newspapers and news magazines.

For more information:
Drugs and You, a scriptographic booklet by Channing L. Bete Co., South Deerfield, MA 01373.

Guest speakers

ESSENTIAL ELEMENT

Social studies. Application of social studies skills. The student shall be provided opportunities to locate and gather information and distinguish fact from opinion.

Social Studies Grade 7

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.D-8. Practice activities and behaviors that develop self-esteem.

ASSESSMENT CRITERIA

- Identify several attributes of positive self-esteem.
- Identify ways in which an individual can improve self-esteem.

ACTIVITIES & STRATEGIES

Ask students where our self-concept (how we feel about ourselves) comes from. Who or what influences our self-concept?

Distribute the personal "Strengths and Weaknesses" worksheet for students to complete.

After the worksheets are completed, have a class discussion about each of the following questions:

- How can knowing your strengths affect your self-concept?
- How can you find more ways to use your strengths?
- How can knowing your weaknesses affect your self-concept?
- How can you recognize your weaknesses and improve those that can be changed?

Explain that it is often helpful to develop a plan for personal change. Use a hypothetical person and explain how that person might develop a plan of action for personal change.

Give each student a personal "Plan of Action" worksheet. Have them select one area for improvement and develop a plan for change.

Using the same strategy, have students develop a list of "Strengths and Weaknesses" to apply to the early days of the Republic of Texas government or to an early leader in Texas. Then have students work in groups to choose one weakness from their combined lists for which the group will develop an action plan for improvement. The last step, "My Results," is omitted in this plan.

RESOURCES & MATERIALS

Worksheet: "Strengths and Weaknesses"

TEACHER TIP

Remind students that the way we feel about ourselves often determines the decisions we make about drug use; therefore, we must focus on strengths and personal change, if needed.

Worksheet: "Personal Plan of Action"

Overhead transparencies: "Strengths and Weaknesses" and "Plan of Action"

ESSENTIAL ELEMENT

Social studies. Application of social studies skills. The student shall be provided opportunities to use problem-solving skills.

NAME_____ DATE_____

Strengths

1. I am very proud when _____.
2. I feel important when _____.
3. My parents say my best quality is _____.
4. My friends say they like this about me: _____.
5. My best sport or activity is _____.
6. I am really good in _____ class.
7. If I could change everything but one thing about me, the quality that I would keep is _____ _____.
8. If I were advertised like a new car on TV, my five best features would be:
   _____
   _____
   _____
   _____
   _____.

Weaknesses

1. I feel disappointed when_____. _____
2. I feel unimportant when__ _____.
3. My parents say I need to _____ _____.
4. My friends think I can improve my __ _____.
5. The sport or activity I would like to improve is _____.
6. I would like to improve in _____class.
7. If I ran for president, my opponent would say my biggest fault is _____.
8. If I decided to change one thing about me, it would be _____ _____.

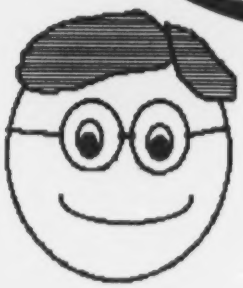
NAME_____ DATE_____

Personal Plan of Action

My weakness:

People who can help me:

My plan:



The results I want:

My results:

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Strengths	Weaknesses

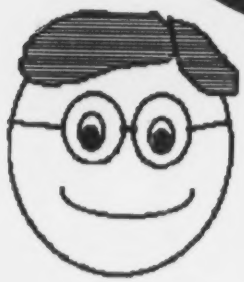
NAME_____ DATE_____

Plan of Action

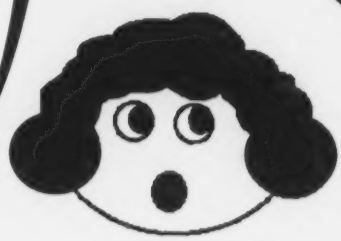
Desired changes:

People who can help:

My plan:



The results desired:



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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-7. Recognize the importance of participating in family activities.

ASSESSMENT CRITERION

Identify activities in which families participate together.

ACTIVITIES & STRATEGIES

Discuss the meaning of "family" (a unit or group that the student perceives as his or her family) and talk about the different kinds of families such as those with:

- a single parent
- two parents
- parents and grandparent(s) (extended family)
- a stepparent
- foster parents

Have students complete the worksheet, "Things We Do Together."

Then, ask students to name some of the activities they listed on their worksheets. Write these on the board.

Ask a few students to share their activity descriptions with the class. Point out how families differ in the way they do things and emphasize that different ways are okay.

In a multicultural classroom, encourage students from each culture or ethnic group represented to share their family traditions with the class.

Option: Let students plan a program focusing on contributions to Texas customs made by different ethnic groups. Contributions could include foods, music, dance, languages, religions, and government. Present the program at a PTA meeting or an open house for parents.

RESOURCES & MATERIALS

Worksheet: "Things We Do Together"

TEACHER TIP

Not all students belong to traditional families. Emphasize that there are all kinds of families and that one kind is not necessarily better than another.

ESSENTIAL ELEMENT

Social studies. Attitudes, values, and skills for citizenship. Respect for self and others. The student shall be provided opportunities to respect beliefs of other individuals, groups, and cultures.

NAME_____ DATE_____

Things We Do Together

List three activities that you do with your family.

1.

2.

3.

4. Which is your favorite of these activities?

5. Describe the activity.

6. Which of your family members participate in this activity with you?

7. How much time does this activity take?

8. How much money, if any, does this activity require?

9. How often do you and your family members participate in this activity?

10. Do you plan to do this activity this week?

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

I.A-6. Analyze the effects of tobacco, alcohol, and other drug use on earning potential, ability to save money, and spending habits.

I.B-6. Recognize the ways in which tobacco, alcohol, and other drug use affects a family's financial status.

ASSESSMENT CRITERION

Identify the detrimental financial effects that a family member's habitual substance use has on other members of the family.

ACTIVITIES & STRATEGIES

Create a problem-solving time machine to decide how to make and spend money if you were:

- a French trader in East Texas in 1750
- a plantation owner in the mid-1800s
- a pioneer rancher in the Panhandle in the 1880s

Relate supply and demand to productivity and scarcity to price. Discuss the role of profit.

Discuss ideas about pioneer life and what each member of the family had to do for the family to survive. Ask what happened to a family if one or more members was unable to carry out his or her responsibilities.

Compare pioneer family life to that of the modern-day family. Discuss what each member has to do to help the family survive in today's world.

Have students list some of the things that might cause a family member to be unable to carry out his or her responsibilities. Examples are:

- illness
- injury
- loss of job
- drug use

Ask students what can happen to the family if a member becomes unable to carry out his or her responsibilities. Narrow the discussion to drug use and its effect on the family. Divide the class into four or five small groups. Ask each group to suggest some things to do if a parent or sibling were using drugs. Have each group share its list with the class.

RESOURCES & MATERIALS

TEACHER TIP

Some students may have family members who use drugs. Keep the conversation general, but name sources of help such as counselors; assistant principals; ministers, priests, and rabbis; and physicians.

ESSENTIAL ELEMENTS

•Social studies. Attitudes, values, and skills for citizenship. Democratic beliefs and personal responsibility. The student shall be provided opportunities to support the basic values of American society.

•Social studies. Attitudes, values, and skills for citizenship.Support for the American economic system. The student shall be provided opportunities to support the role of profit in the American market system.

•Social studies. Attitudes, values, and skills for citizenship.Texas history and geography. Exploration and colonization of Texas. The student shall be provided opportunities to describe the history of the earliest inhabitants and settlers of Texas.

Social Studies Grade 7

7

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.C-3. Consider how the financial and legal problems of someone who uses tobacco, alcohol, or other drugs affect his or her friends.

ASSESSMENT CRITERION

Estimate the overall financial, physical, and emotional costs of spending money for tobacco, alcohol, or other drugs rather than for basic survival, comfort, or recreational needs.

ACTIVITIES & STRATEGIES

Contrast the types of crimes and punishment in Texas in the mid-1800s with those of the 1990s. Then consider the social and financial consequences of being involved in illegal activities such as vandalism, minor in possession, and petty larceny (see Appendix E).

Make a transparency of the information sheet, "Did You Know This," and go over it with the class.

Have a juvenile probation officer or other law enforcement specialist speak to the class. As a part of his or her presentation, ask if these statistics are representative of your particular locality. Have the class prepare questions for the officer before the class.

Set up a mock trial concerning a drug-related crime by a juvenile. Have the class select a judge, prosecuting and defense attorneys, a defendant, and witnesses. Have most of the class act as jurors.

Describe the crime and explain the trial procedures and the penalties that can be applied.

Debrief the mock trial activity. Ask the students to discuss the legal rights of both the plaintiff and the defendant. Review the responsibilities of the attorneys, the judge, the witnesses, and the jurors. Conclude with a review of the protections afforded juveniles suspected of committing a crime that are not afforded adults.

RESOURCES & MATERIALS

Appendix E

Overhead transparency: "Did You Know This?" Source:
Narcotics Education, Inc.
6830 Laurel Street, NW
Washington, D. C. 20012

Juvenile probation officer and/or law enforcement specialist

Law Comes to Texas, Law in a Changing Society Program, Law-Related Education, State Bar of Texas, Box 12487, Austin, TX 78711.

ESSENTIAL ELEMENT

Social studies. Attitudes, values, and skills for citizenship. Democratic beliefs and personal responsibility. The student shall be provided opportunities to understand that legal rights and protections must be balanced with civic responsibilities; to identify legal rights, responsibilities, and protection afforded juveniles and adults; and to support the basic values of American society (e.g., justice, responsibilities, freedom, respect for the law, diversity, privacy, private property rights, free enterprise, and voluntary exchange).

Did You Know This?

1. The illegal drug industry is a $70-90 billion a year industry. It ranks second to Exxon, just above General Motors and Mobil Oil.

2. Marijuana alone accounts for $18-26 billion of the illicit drug market.

3. The drug paraphernalia business is a $2 billion a year industry.

4. In the Spring 1990 Gallup survey,38% of the 1,594 adults polled viewed drug use as the most important problem facing the schools.

5. One of five persons in the U.S. is affected directly or indirectly by drug use. For every person who abuses alcohol and other drugs, at least three others suffer the consequences.

6. It is estimated that 25% of 12-17 year olds have tried marijuana; among high school seniors, 59% have used marijuana. One of ten young people have used inhalants. By their senior year in high school, almost all students will have tried alcohol.

7. Recent studies show that smoking five joints a week has the same effect on the respiratory system as smoking 112 tobacco cigarettes. Marijuana tar has more carcinogens than tobacco tar.

8. Reaction time for motor skills such as driving is reduced by 42% after smoking one joint, and by 63% after smoking two joints.

9. Today's cultivated marijuana has an average potency of 4% THC (the major psychoactive ingredient) compared to the marijuana of the 60s which had an average potency of .25% THC. Today's marijuana is 10-15 times stronger than that of the 60s.

10. There are over 7000 published scientific and medical studies documenting the damage that marijuana does to the various systems of the body. Not one study gives marijuana a clean bill of health.

11. Marijuana is a complex material containing 421 known chemicals, 60 of which are found only in marijuana.

12. The number one cause of death in the age group under 25 years is traffic accidents. The number one cause of traffic accidents is driving under the influence of alcohol.

13. Only 3 to 5% of alcoholics are skid-row bums. Most alcoholics are ordinary people.

14. Of all adults who drink, approximately one in 10 is likely to be a problem drinker.

15. The National Institute on Alcohol Abuse and Alcoholism estimates that 19% of adolescents (14-17 years of age) or 3.3 million teenagers are alcoholics.

16. For every10 wives who remain married to alcoholic husbands, only one husband remains with an alcoholic wife.

17. The average beginning age of alcohol use in the U.S. among youth is 12.5 years. Twenty-six percent of fourth graders and forty-two percent of sixth graders have used alcohol.

18. Teenage problem drinkers usually don't suffer from physical alcohol-related illness (such as liver damage), but they experience other consequences such as trouble with authority figures, traffic accidents, poor schoolwork, and difficult personal relationships.

19. It is estimated that alcohol use plays a role in one third of all child abuse cases and 6 to 50% of marital violence cases.

20. Research has ascertained that children six to seven years old have already developed attitudes toward and a certain knowledge of alcohol and its use.

Social Studies Grade 7

7

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

II.C-2. Define legal and illegal drugs.
I.B-7. Recognize that a minor's parent or guardian is responsible for his or her legal problems.

ASSESSMENT CRITERIA

- Explain the broad concepts of the law.
- Understand the responsibilities of a minor and the legal consequences of drug use.

ACTIVITIES & STRATEGIES

Begin the lesson by asking students why we have laws, and, in the discussion that follows, relate laws to the protection of people.

Hand out copies of *Texas Law Related to Tobacco, Alcohol, and Other Drugs* for students to read. Separate the material into sections and assign to groups:

Group 1: the Texas Controlled Substances Act and the Texas Dangerous Drugs Act, Vernon's Texas Civil Statutes
Group 2: the Texas Alcoholic Beverage Code (TABC)
Group 3: the Texas Education Code (TEC)

Discuss the terms " legal" and "illegal." Divide students into small groups and give one legal authority source to each group as follows:

Group 1: Read about controlled substances and dangerous drugs and list examples of these on the chalkboard.

Group 1: Answer the question, "What happens if someone violates the law regarding controlled substances and dangerous drugs?"

Group 2: Discuss the TABC and summarize the main points.

Group 3: Discuss the TEC and list offenses that are cause for expulsion. Also, discuss what is meant by "under the influence."

Conclude the lesson by having each student write an "I learned..." statement.

RESOURCES & MATERIALS

A classroom set of the handout: *Texas Law Related to Tobacco, Alcohol, and Other Drugs*, Appendix E

ESSENTIAL ELEMENT

Social studies. Attitudes, values, and skills for citizenship. Democratic beliefs and personal responsibility. The student shall be provided opportunities to identify legal rights, responsibilities, and protection afforded juveniles and adults.

Social Studies **Grade 8**

8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.A-1. Describe personal strengths and weaknesses.

ASSESSMENT CRITERION

Identify personal strengths, abilities, and assets.

ACTIVITIES & STRATEGIES

When teaching about the colonial period in eighth grade history, assign a study of the contributions to religious freedom made by such persons as Roger Williams, Anne Hutcheson, and Mary Dyer to demonstrate that individuals must accept the consequences of their decisions.

From the Revolutionary War period, the lives of Nathan Hale and Benedict Arnold may be used. In addition, the actions of these two men provide examples (or contrast) of respect for self and others as well as acceptance of the consequences of their decisions.

Follow up the historical examples by asking students to write about a time in their lives when they made personal decisions that required demonstration of particular strengths or abilities.

RESOURCES & MATERIALS

"The Road to Religious Freedom," Law in a Changing Society Program, Law-Related Education, State Bar of Texas (see Appendix F)

School library

American history textbook

ESSENTIAL ELEMENT

Social studies. Attitudes, values, and skills for citizenship. Respect for self and others. The student shall be provided opportunities to recognize that individuals must accept the consequences of their decisions.

Social Studies **Grade 8**

8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

I.A-6. Analyze the effects of tobacco, alcohol, and other drug use on earning potential, ability to save money, and spending habits.

I.B-6. Recognize the ways in which tobacco, alcohol, and other drug use affects a family's financial status.

ASSESSMENT CRITERION

Identify detrimental financial effects a family member's habitual substance use has on other members of the family.

ACTIVITIES & STRATEGIES

Create a problem-solving time machine to decide how to make and spend money if you were:

- a French trader in East Texas in 1750
- a plantation owner in the mid-1800s
- a pioneer rancher in the Panhandle in the 1880s

Relate supply and demand to productivity, and scarcity to price. Discuss the role of profit.

Discuss ideas about pioneer life and what each member of the family had to do for the family to survive. Ask what happened to a family if one or more members was unable to carry out his or her responsibilities.

Compare pioneer family life to the modern-day family. Discuss what each member has to do to help the family survive in today's world.

Have students list some of the things that might cause a family member to be unable to carry out his or her responsibilities. Examples are:

- illness
- injury
- loss of job
- drug use

Ask students what can happen to the family if a member becomes unable to carry out his or her responsibilities. Narrow the discussion to drug use and its effect on the family. Divide the class into four or five small groups. Ask each group to list some general things it might do if a parent or sibling were using drugs. Have each group share its list with the class.

RESOURCES & MATERIALS

TEACHER TIP

Some students may have family members who use drugs. Keep the conversation general but name sources of help such as counselors, assistant principals, ministers, and physicians.

ESSENTIAL ELEMENT

•Social studies. Democratic beliefs and personal responsibility. The student shall be provided opportunities to support the basic values of American society. Support for the American economic system. The student shall be provided opportunities to support the role of profit in the American market system.

•Social studies. Texas history. Exploration and colonization of Texas. The student shall be provided opportunities to describe the history of the earliest inhabitants and settlers of Texas.

Social Studies **Grade 8**

8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-6. Explain the importance of rules and laws.

ASSESSMENT CRITERION

Identify rules and laws governing the use of tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Have students describe what going to school would be like without rules and regulations.

Initiate small-group discussions to answer the question, "Why are drugs, including alcohol and cigarettes, illegal for students?"

Have a committee of students interview school officials about school drug policies and report to the class.

Some questions might be:
- What drugs do the policies include?
- How and why were the policies written?
- When were the policies written?
- Who developed the policies?
- What are the responsibilities of students, teachers, administrators, and others under these policies?
- What are the consequences of violating the policies?

After the committee reports to the class, allow time for a discussion of the information. Other questions to discuss include:
- Is the policy up-to-date?
- Do consequences seem reasonable for the policy violated?
- Do consequences increase with the severity of the violation?
- Overall, do you feel the school has a reasonable drug policy?

The last question provides an excellent topic for a class discussion if established guidelines are followed. (See page 47.)

RESOURCES & MATERIALS

Student handbook, school policy manual

TEACHER TIP

Remind students to treat guest speakers politely. Encourage them to ask questions and to write to the speaker afterward. Be aware that students tend to echo their parents' remarks on many issues; encourage individual thinking and personal opinions.

ESSENTIAL ELEMENT

Social studies. Attitudes, values, and skills for citizenship. Democratic beliefs and personal responsibility. The student shall be provided oportunities to support the rules and laws of one's school, community, state, and nation.

Social Studies **Grade 8**

8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

I.A-7. Consider the legal consequences of tobacco, alcohol, and other drug use.

I.D-2. Analyze the effects of tobacco, alcohol, and other drug use on crime rates and the economy.

ASSESSMENT CRITERION

Identify all possible penalties for use, possession, and sale (first-time and repeat offense; underage or otherwise) of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Distribute the handout, "The Law for Minors."

Have the class review some of the current drug laws for minors in Texas. Invite a speaker from Juvenile Justice to speak to the class concerning these and related laws.

Then have students write a new set of drug laws and the penalties for not complying with them. Students' lists of rules and laws will be similar to current laws, but they will "own" their laws by establishing their own lists. Compare the two sets of laws to determine which is stricter.

When students are familiar with laws relating to drugs, have a formal debate about their effectiveness. Part of the class will be "pro" and part "con." The teacher may be the judge or may ask another teacher to judge.

As a follow-up activity, have the students go to the library to locate and make copies of political cartoons that relate to drug use or drug-related crime. Divide the class into four or five groups. Have each group analyze each cartoon to answer the following questions:

- What point was the cartoonist trying to make?
- On what aspect of drug use or laws relating to drug use was the cartoonist commenting?
- Do you feel this cartoon effectively points out the problems associated with drug-related crimes?
- Do you like the cartoon? Why or why not?

After each group has completed its analysis of the cartoons, ask for a report from each one. Discuss the answers given to each question. Conclude by asking the class:

- What more could be done to prevent drug use?
- What can eighth grade students do to make a difference?

RESOURCES & MATERIALS

Handout: "The Law for Minors"

TEACHER TIP

Collecting and researching some political cartoons for students to analyze saves time and avoids difficulties in locating cartoons that pertain to the lesson.

ESSENTIAL ELEMENTS

•Social studies. Attitudes, values, and skills for citizenship. Respect for self and others. The student shall be provided opportunities to recognize how societal values affect individual beliefs and attitudes and to recognize that individuals must accept the consequences of their decisions.

•Social studies. Attitudes, values, and skills for citizenship. Democratic beliefs and personal responsibility. The student shall be provided opportunities to identify legal rights, responsibilities, and protection afforded juveniles and adults.

NAME_____ DATE_____

The Law for Minors

Minors may not :

- possess, use, deliver, or manufacture any controlled and dangerous drug including marijuana, LSD, cocaine, heroin, morphine, secobarbitol, methamphetymine, and ploxyphenehydrochloride
- use dangerous drugs unless prescribed for them by a physician
- possess or deliver any amount of marijuana
- be in control of any vehicle on a road or highway while under the influence of drugs

The Texas Controlled Substances Act (Art.4476-15) and the Texas Dangerous Drugs Act (Article 4476-14), Vernon's Texas Civil Statutes, provide penalties ranging from fines to jail sentences for violation of these laws.

The Texas Alcoholic Beverage Code prohibits the purchase, possession, and consumption of alcohol by minors. The main provisions of this law are:

- A minor is any person less than 21 years of age (for purposes of this code).
- It is illegal for a minor to purchase alcoholic beverages.
- It is illegal to sell alcoholic beverages to a minor.
- It is illegal for minors to drink alcoholic beverages unless the minor is in the visible presence of an adult parent, spouse, or legal guardian.
- It is illegal for minors to falsely pretend to be 21 years old or older in order to obtain alcoholic beverages.
- A blood alcohol content of .10 is considered legally impaired or intoxicated under Texas law.

Texas law prohibits the sale or delivery of tobacco in any form to persons under 18 years of age (Vernon's Texas Civil Statutes, Article 4476-16).

Social Studies **Grade 8**

8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.C-1. Identify and acknowledge federal, state, and local laws as well as school policies regarding all aspects of tobacco, alcohol, and drug use.

ASSESSMENT CRITERION

Describe federal, state, and local laws governing use, possession, and sale of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Discuss federal and state laws concerning drug use. Use the following activities to further explore laws concerning drug use. Either divide the class into groups and assign an activity to each group, or choose one activity and have the entire class participate.

Draft a legislative petition proposing the enactment of a state or federal law addressing drug use.

Interview the superintendent or school board members to understand how policies of the district support appropriate federal and state laws.

Set up a mock trial to hear the details of the circumstances surrounding a drug-related crime.

Interview officials of the school and community who have experience with the effects of drug use on the lives of teenagers and their families. Talk to attorneys, judges, police, insurance agents, school counselors, and any other persons who have firsthand knowledge of drug-use problems.

Discuss why laws are necessary to protect the public.

RESOURCES & MATERIALS

Appendix E: Texas Law Related to Tobacco, Alcohol, and Other Drugs

Overhead transparencies: "How a State Bill Becomes Law" and "How a Federal Bill Becomes Law"

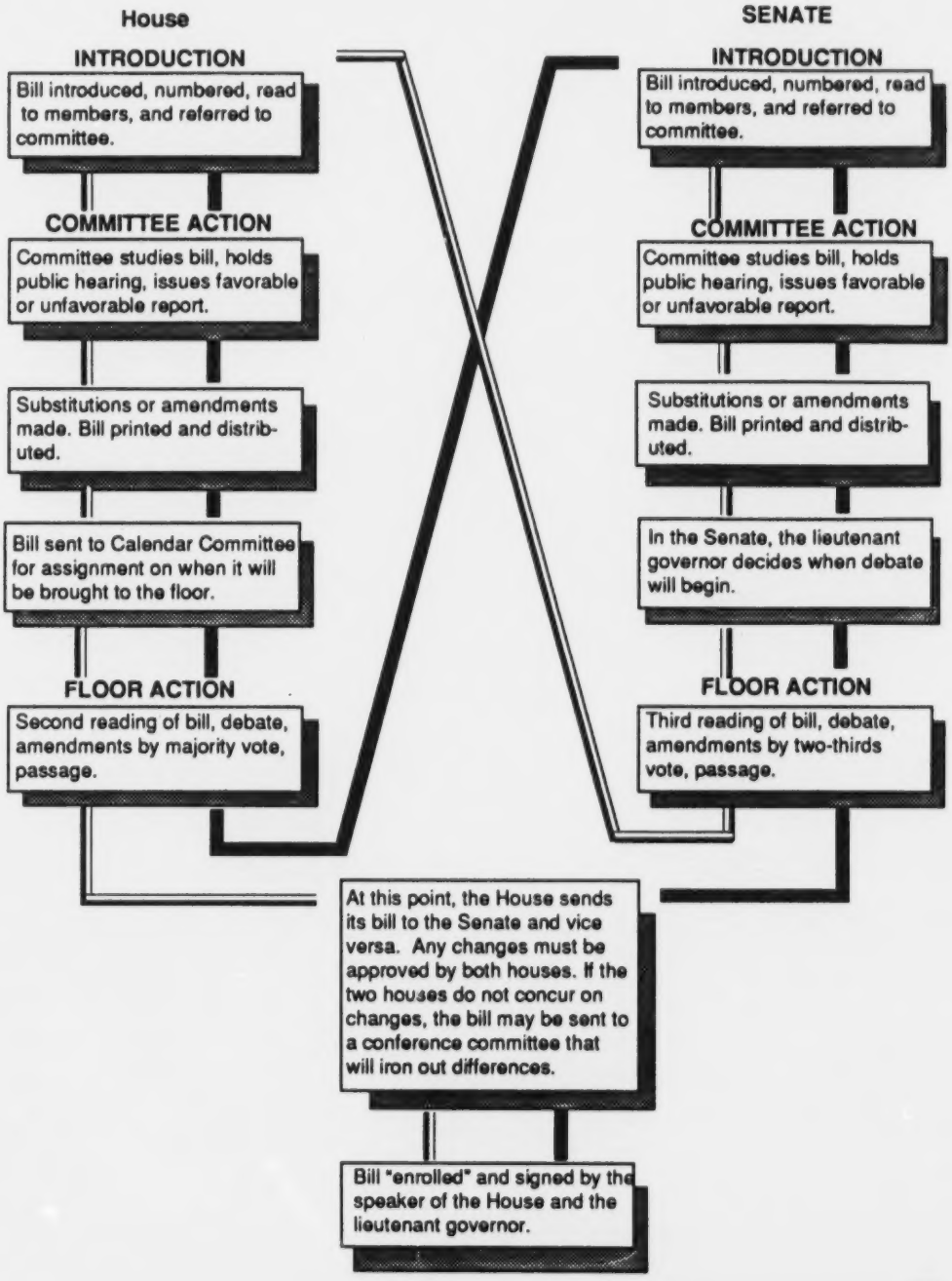
ESSENTIAL ELEMENTS

•Social studies. Attitudes, values, and skills for citizenship. Respect for self and others. The students shall be provided opportunities to recognize that individuals must accept the consequences of their decisions.

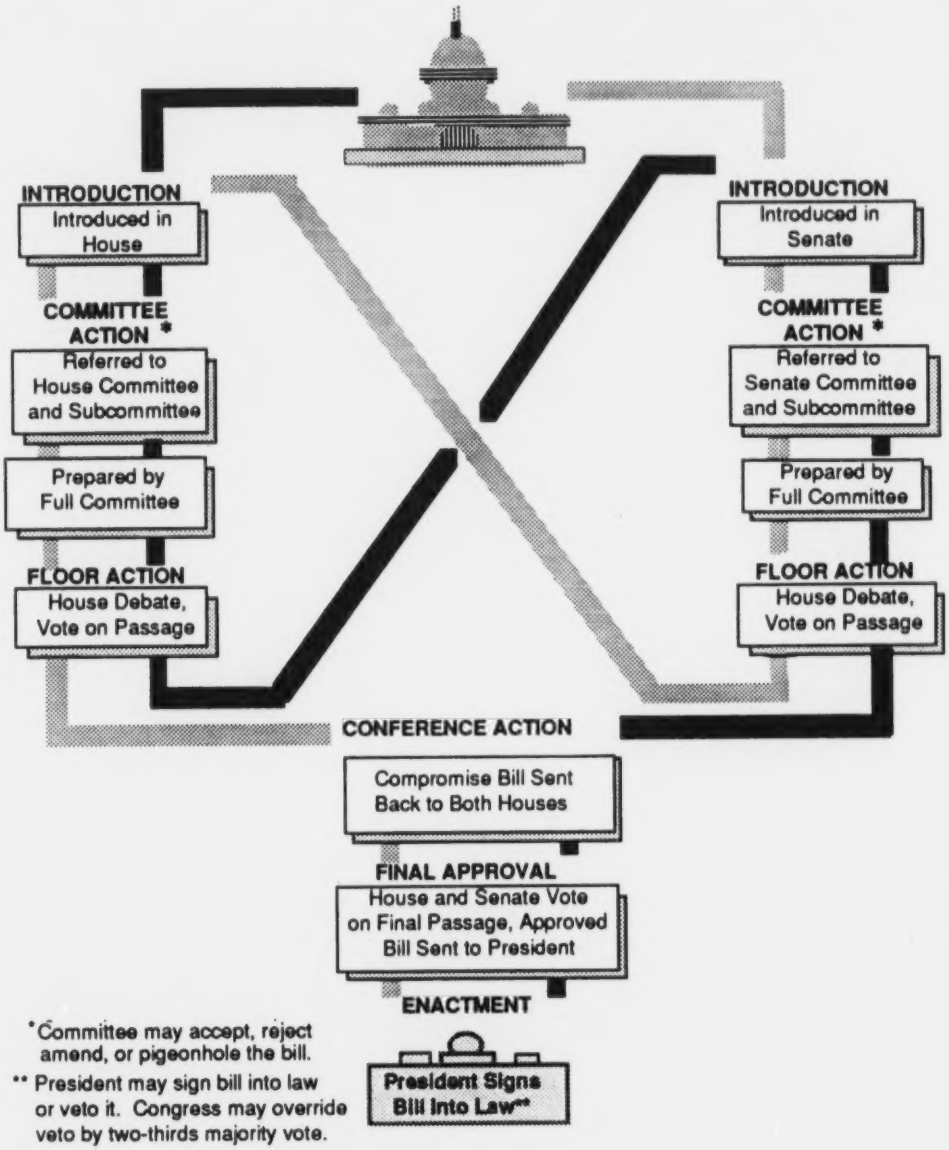
•Social studies. Attitudes, values, and skills for citizenship. Democratic beliefs and personal responsibility. The student shall be provided oportunities to support the rules and laws of one's school, community, state, and nation and to identify legal rights, responsibilities, and protection afforded juveniles and adults.

How a State Bill Becomes Law

In the Texas Legislature, there are 150 House members and 31 Senate members. The House of Representatives and the Senate separately consider bills at the start of the process, but most of the steps are similar for both houses.


House
INTRODUCTION
Bill introduced, numbered, read to members, and referred to committee.
COMMITTEE ACTION
Committee studies bill, holds public hearing, issues favorable or unfavorable report.
Substitutions or amendments made. Bill printed and distributed.
Bill sent to Calendar Committee for assignment on when it will be brought to the floor.
FLOOR ACTION
Second reading of bill, debate, amendments by majority vote, passage.
SENATE
INTRODUCTION
Bill introduced, numbered, read to members, and referred to committee.
COMMITTEE ACTION
Committee studies bill, holds public hearing, issues favorable or unfavorable report.
Substitutions or amendments made. Bill printed and distributed.
In the Senate, the lieutenant governor decides when debate will begin.
FLOOR ACTION
Third reading of bill, debate, amendments by two-thirds vote, passage.
At this point, the House sends its bill to the Senate and vice versa. Any changes must be approved by both houses. If the two houses do not concur on changes, the bill may be sent to a conference committee that will iron out differences.
Bill "enrolled" and signed by the speaker of the House and the lieutenant governor.

HOW A FEDERAL BILL BECOMES LAW



*Committee may accept, reject amend, or pigeonhole the bill.

** President may sign bill into law or veto it. Congress may override veto by two-thirds majority vote.

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

Vocational Education **Grade 7-8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.A-2. Realize personal uniqueness.
III.D-8. Gain self-esteem.

ASSESSMENT CRITERION

Identify qualities, characteristics, physical attributes, attitudes, and beliefs that make each individual special.

ACTIVITIES & STRATEGIES

Have the students complete the worksheet, "Let Me Introduce...." Stress honesty, thoughtfulness, and neatness in completing the worksheet. Take up the papers and distribute them so that each student gets another student's paper. Give students time to read over the worksheets they have been given, then have them stand and introduce the classmate whose paper they received.

For example, a student might say, "I want to introduce you to a person who was born in Houston, Texas. She admires Olympic athletes such as Florence Griffith-Joyner and is a pretty good runner herself. She would like to be able to concentrate on her schoolwork more. She says she is influenced greatly by her older sister who was just graduated from college. Fellow classmates, meet Sandra Davis."

After each student has been introduced, return the papers to their owners. Then ask the students to complete the following statements on the backs of their worksheets:

- The classmate I learned the most about was_____.
- I learned least about _____.
- I wish I could have learned more about _____.
- I learned_____about me.
- The students who are most alike are _____ and _____ .
- The students who are most different are _____ and _____.
- My dream is to _____.
- The things that make me happy are_____.

RESOURCES & MATERIALS

Worksheet: "Let Me Introduce..."

ESSENTIAL ELEMENT

Vocational education. Concepts and skills associated with human relations and personality development. The student shall be provided opportunities to understand oneself and others.

NAME_____ DATE_____

Let Me Introduce...

Name:

Where were you born?

What is your favorite book?

What is your favorite TV show?

What is your favorite movie?

Who is the most important person in your life?

Whom do you admire?

What do you want to be when you grow up?

What is something you do well?

What are two things you like about yourself?

What are two things you dislike about yourself?

Who influences your opinions and attitudes the most right now?

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

Vocational Education **Grade 7-8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.D-2. Describe the importance of setting realistic personal goals.

ASSESSMENT CRITERION

Describe the psychological and physiological benefits of setting personal goals.

ACTIVITIES & STRATEGIES

Emphasize that setting goals helps us to be successful in all areas of our lives. By setting realistic goals, we can focus our energy and efforts on improving ourselves in some way or on achieving something that is currently beyond our reach.

Define "goal" and remind students that every person can set goals, regardless of personal circumstances. Discuss the differences between:

- short-term goals
- long-term goals
- personal goals
- family goals

Have students complete the "Reach the Goal" worksheet.

Next have each student create a "Goal Kite." Instruct them to make the body of the kite by cutting a diamond shape from 8" x 10" construction paper. Then using the worksheet, "Kite Tail Patterns," students may make kite tails out of colored paper. Ask them to write an appropriate goal for each pattern. Have students connect the tails to the kite with string or yarn. Display kites around the room or building.

RESOURCES & MATERIALS

Worksheet: "Reach the Goal"

Worksheet: "Kite Tail Patterns"
String or yarn, construction paper

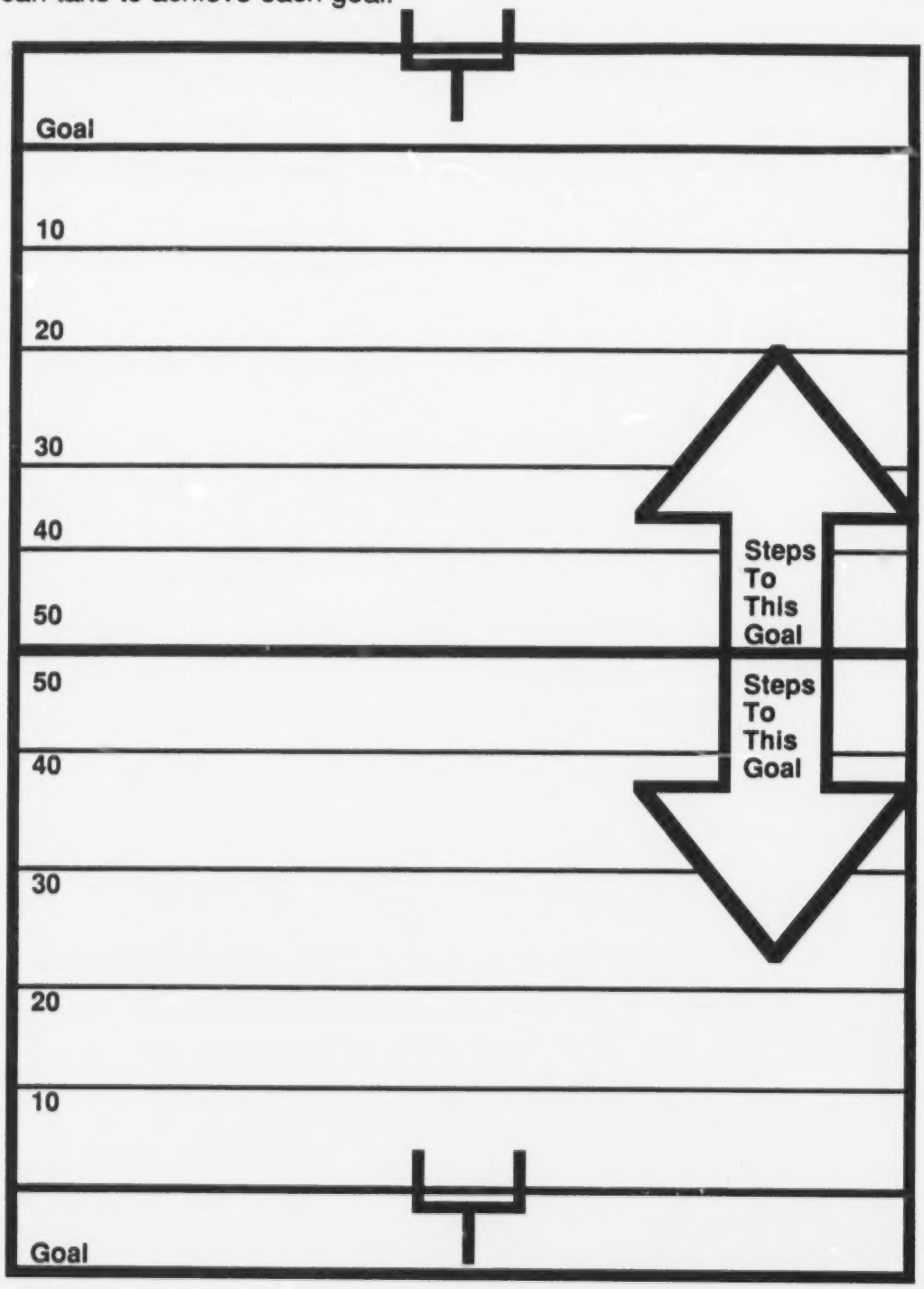
ESSENTIAL ELEMENT

Vocational education. Career investigation. Concepts and skills needed for career/education planning. The student shall be provided guidance and given opportunities to recognize the purpose of and practice setting short-term and long-term goals.

NAME_____ DATE_____

Reach The Goal

Directions: Write one personal goal on each goal line. Then write five steps you can take to achieve each goal.



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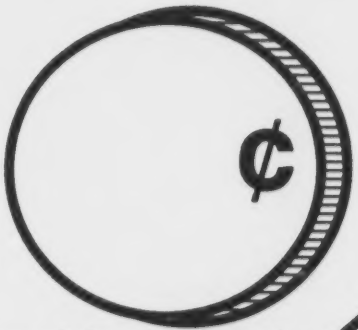
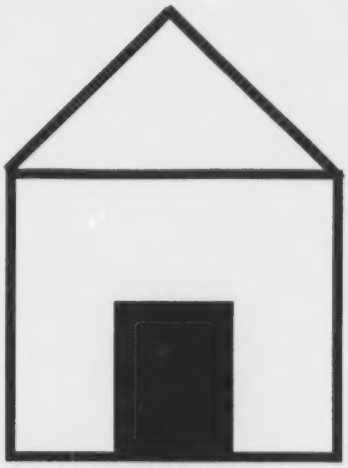
TEXAS EDUCATION AGENCY
ESR II

NAME_____ DATE_____

Kite Tail Patterns



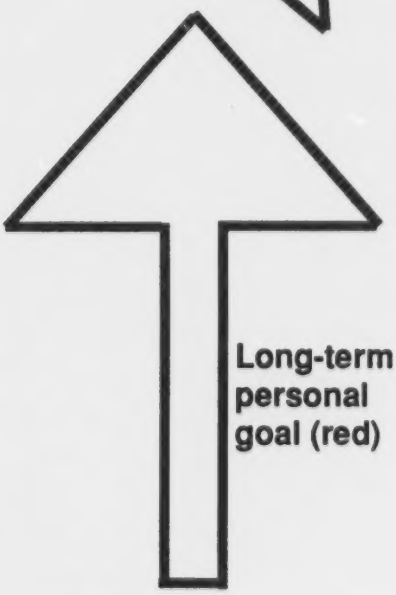
Financial goal (green)



Family goal (blue)

Talent goal (orange)

School goal (white)



Long-term personal goal (red)

Short-term personal goal (yellow)

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

Vocational Education **Grades 7-8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.D-1. Identify, develop, and practice effective decision-making skills.
III.D-5. Define self-responsibility.

ASSESSMENT CRITERION

Identify effective decision-making skills.

ACTIVITIES & STRATEGIES

Discuss some of the decisions that seventh and eighth graders must make now or in the future. These might include whether or not to:

- become involved in extracurricular activities
- get a part-time job
- take dance lessons
- save money for a car
- have a steady boy/girlfriend
- use drugs or alcohol
- drive while intoxicated
- take classes to get into college
- go to college
- go to vocational school
- get married
- take honors classes

Display the overhead, "Sample Decision Tree," and compare the many branches of the tree to the many choices, decisions, and consequences that lead us to more choices, decisions, and consequences throughout our lives.

Have students create their own "Decision Trees" by identifying decisions they need to make from now until they reach adulthood. Use the "Sample Decision Tree" as a model, but encourage students to individualize theirs as much as possible.

Emphasize that the decision not to use tobacco, alcohol, and other drugs (including steroids) will prepare them to make wise decisions about other aspects of their lives.

RESOURCES & MATERIALS

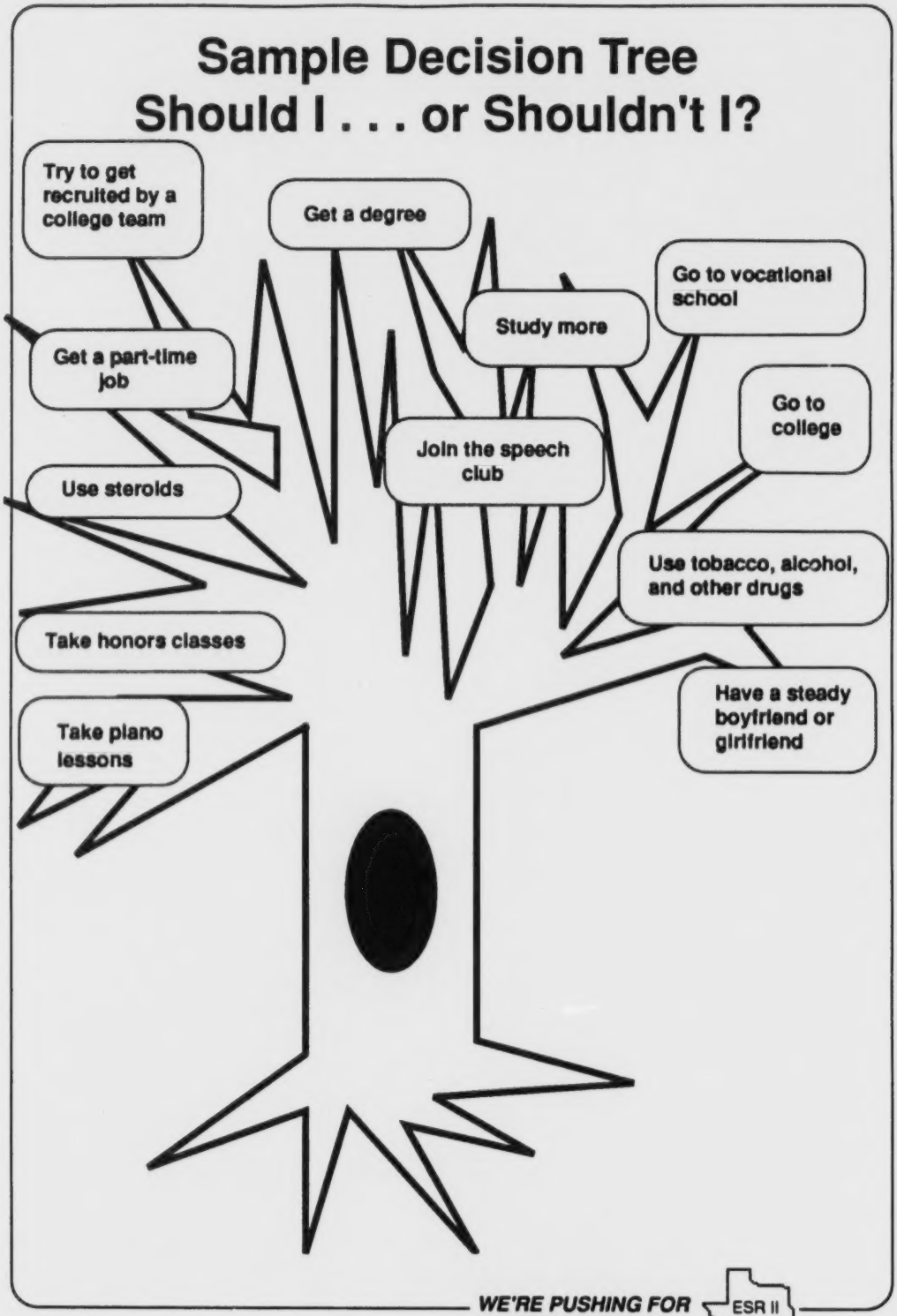
Overhead transparency: "Sample Decision Tree."

TEACHER TIP

Gear this lesson to everyone. Students who already involve themselves in activities must not dominate the conversation. An important factor to consider is how personal and realistic the list of decisions should be.

ESSENTIAL ELEMENT

Vocational education. Life management skills. Concepts and skills for successful living with peers, parents, family members, authority figures and others. The students shall be provided opportunities to describe decisions to be made as one assume self-responsibility and the implications for the future.


Sample Decision Tree
Should I . . . or Shouldn't I?
Try to get recruited by a college team
Get a degree
Go to vocational school
Study more
Get a part-time job
Go to college
Join the speech club
Use steroids
Use tobacco, alcohol, and other drugs
Take honors classes
Have a steady boyfriend or girlfriend
Take piano lessons

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY

ESR II

Vocational Education **Grade 7-8**

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.A-1. Describe personal strengths and weaknesses.
III.A-2. Realize personal uniqueness.
III.A-5. Recognize abilities and document achievements.

ASSESSMENT CRITERION

Identify personal strengths, abilities, and assets.

ACTIVITIES & STRATEGIES

Define "unique."

Point out that every person is unique and has qualities of which he or she can be proud. All persons also have something about themselves they want to improve.

Have students cut out can and star shapes from colored paper using the handout, "Can and Star Patterns." On the can, instruct students to write their talents, strengths, achievements, and successes and unique things about themselves. On the star, have students write things they wish they could do better, things they want to learn to do, and things they hope to achieve.

Instruct students to use the information they wrote on the can and star to help them complete the worksheet, "Planning for My Success."

Mount the cans and stars on a bulletin board divided into sections marked "Yes, I Can!" and "Reach for the Stars." Have each student initial his or her can and star before mounting.

RESOURCES & MATERIALS

Handout: "Can and Star Patterns"
Scissors, colored paper

Worksheet: "Planning for My Success"

ESSENTIAL ELEMENT

Vocational education. Life management skills. Concepts and skills for successful living with peers, parents, family members, authority figures, and others. The student shall be provided opportunities to determine personal strengths and abilities and to describe methods for developing a positive self-image.

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Can and Star Patterns

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NAME_____ DATE_____

Planning for My Success

My biggest success:	**One failure I have had:**
Something I can do well:	**Something I wish I could do better:**
Something new I would like to try:	**The key to my future success:**

A key to success is to set goals. List three personal goals and write one step you plan to take toward achieving each.

Goal _____

Step _____

Goal _____

Step _____

Goal _____

Step _____

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

Vocational Education **Grade 7-8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

111.D-8. Practice activities and behaviors that develop self-esteem.
111.A-5. Recognize abilities and document achievements.

ASSESSMENT CRITERION

Explain the importance of acknowledging personal abilities and achievements.

ACTIVITIES & STRATEGIES

Ask students to complete the statement, "I would be very proud of myself if, in the future, I became...(an occupation)..." List their responses on the board.

Have students discuss reasons why they would be proud of themselves if they had these jobs. Ask them what akes these jobs desirable. Following the discussion, have students write a paper entitled "The Best Job" in which they describe their ideal working station. Stress the importance of:

- enjoying the work
- being proud of the work
- being rewarded for a job well done
- making a contribution to the community
- preparing themselves for future work

Emphasize the advantages of staying free of alcohol, tobacco, and other drugs.

Allow students to share their papers with the rest of the class. Post the papers on a bulletin board.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Vocational education. Concepts and skills related to successful employment and/or post-secondary training. The student shall be provided opportunities to understand the importance of taking pride in the quality of work performed and recognize the dignity in work.

Vocational Education **Grade 7-8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.A-4. Identify people, places, and events that influence personal life style.

III.A-6. Recognize that parents are primary role models for self-esteem, health, and behavior.

ASSESSMENT CRITERION

Describe ways in which self-esteem, health, and behavior are influenced by role models.

ACTIVITIES & STRATEGIES

Discuss how parents influence small children as they grow.

Ask students to suggest how a small child might be affected if a parent:

- reads to the child daily
- works at night and goes to school during the day
- hugs the child several times a day
- is a drug user
- uses profanity
- encourages good table manners
- fights, yells, or screams often

Have students complete the worksheet, "What Do Children Learn?"

Have students list the five most important things a parent can do to ensure the positive and healthy development of a child. Of these five things, ask students which are things that they want to do for their own children in the future. What can they learn now that will help them be good parents as adults?

Worksheet: "What Do Children Learn?"

RESOURCES & MATERIALS

TEACHER TIP

This lesson touches on sensitive areas regarding parent-child relationships. If any students seem disturbed or upset by the discussion, notify the school counselor.

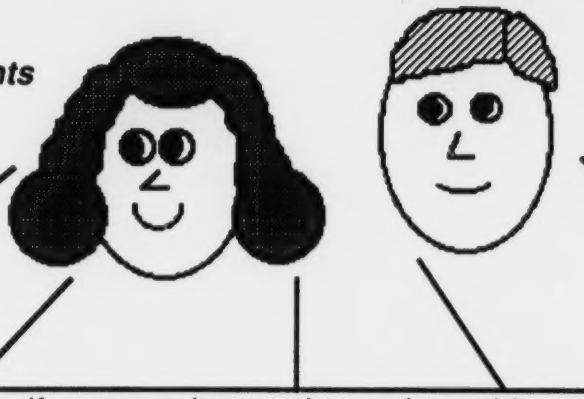
ESSENTIAL ELEMENT

Vocational education. Life management skills. Concepts and skills related to parenting. The student shall be provided opportunities to summarize factors influencing the physical, social/emotional, and intellectual development of children.

NAME_____ DATE_____

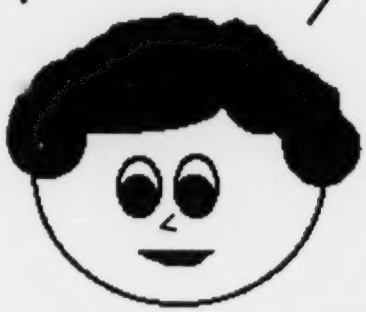
What Do Children Learn?

The things parents do and say ...



If a parent does and says these things:

A child may do and say these things:



... can affect a child in every way.

LESSON OBJECTIVE

II.B-7. Define addictive behavior and discuss its effect on the family.

ASSESSMENT CRITERIA

Define codependence and codependent behavior.
Describe how a family can behave addictively or codependently.

ACTIVITIES & STRATEGIES

Have students make a list of demands their family members place upon them and a list of rewards, both material and emotional, that their family members give to them.

Explain what "drug addiction" means (a person cannot stop using alcohol, tobacco, or another drug and feels sick if the drug is withheld). Discuss how drug addiction can alter the cohesiveness and unity of the family.

Have students create a list of demands that might be placed on someone their age if a family member exhibited addictive behavior. Also discuss how the circumstances would differ if the family member addicted to alcohol, tobacco, or another drug were a sister, a brother, or a parent.

Vocational Education **Grade 7-8**

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TEXAS EDUCATION AGENCY

RESOURCES & MATERIALS

TEACHER TIP

A family is any unit or group that the student perceives as his or her family. Be sensitive to those students who may live in non-traditional family environments or those who may have family members who already exhibit addictive behavior. Use a great deal of sensitivity when dealing with this topic. A good source of help for a student needing assistance with these issues is the school counselor, Alanon, or Alateen.

See *Appendiix A* for information sources.

ESSENTIAL ELEMENT

Vocational education. Life management skills. Concepts and skills related to career options and adjustments. The student shall be provided opportunities to discuss demands and rewards in relation to personal and family life.

Vocational Education **Grade 7-8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-3. Identify the significance of peer pressure and/or role modeling and imitation.

ASSESSMENT CRITERION

Describe situations in which peer pressure, role modeling, and imitation increase an individual's likelihood of using tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Discuss the importance of teaching young children the truth about drugs. Have each student plan a lesson for an elementary school class. The lesson should be planned around a particular theme such as "Just Say No" or "Proud to Be Me."

Give each student the responsibility of planning games, art projects, or other activities around the chosen theme. Place emphasis on the prevention of drug use.

Remind the students that most elementary students learn by imitating the behavior of their peers or role models. Point out that when they are presenting lessons to younger children, the older students are role models for the younger ones to follow.

Have students present their lessons/activities to their classmates. Allow the class to make comments and suggestions for improving the lessons.

If possible, give students an opportunity to present their lessons to elementary school classes.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Vocational education. Leadership concepts and skills. The student shall be provided opportunities to plan and conduct leadership activities.

Vocational Education **Grade 7-8**

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

111.B-2. Demonstrate assertiveness and refusal skills.
111.B-5. Identify ways to cope with peer and social pressure to use tobacco, alcohol, and other drugs.
111.D-3. Relate the importance of friends and role models.

ASSESSMENT CRITERION

Describe effective ways to reject offers of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Discuss how peers and family influence many aspects of our lives.

Have students complete the worksheet, "I'm Part of a Group." Afterward, ask them whether they learned anything about themselves. Do family members influence them more than friends and peers?

In each of the four corners of the room, hang one of the following signs:
- "Give in to the group."
- "Try to change the opinions of the group."
- "Leave the group."
- "Stay with the group but stand up for my opinion."

Read one of the Peer Pressure Stories. After the story, tell students to walk to the corner of the room with the sign indicating what they would do in that situation. Have a representative from each corner explain his or her position to the class. Repeat the procedure with the other stories.

Ask students return to their seats, ask them how they felt when they had to choose a corner of the room.

- Did they look around for friends?
- If a student was the only one in a corner, would he or she change corners? Why?

RESOURCES & MATERIALS

Worksheet: "I'm Part of a Group"

Teacher Resource: "Peer Pressure Stories"

See Appendix A for Sharon Scott's books on peer pressure reversal skills.

ESSENTIAL ELEMENT

Vocational education. Life management skills. Concepts and skills for successful living with peers, parents, family members, authority figures, and others. The student shall be provided opportunities to demonstrate techniques for assertiveness in managing peer pressure.

NAME_____DATE_____

I'm Part of a Group

List examples of styles and practices you have adopted from others in your group or your family.

My Group

Dress
Hairstyle
Language
Classes I attend
Music I like
Activities
Habits
Values
Other

My Family

Dress
Hairstyle
Language
Classes I attend
Music I like
Activities
Habits
Values
Other

NAME_____ DATE_____

Peer Pressure Stories

1. Carrie is a popular girl in your class. Everyone likes her, and all the girls want to hang around with her. You would like to be good friends with Carrie, too, but you do not have a chance to talk with her very often. One day you see Carrie at the grocery store and the two of you begin to talk while your parents buy groceries. Carrie says you ought to come with her and a few others after school tomorrow when they go to the park. She says her older sister gave her a pack of cigarettes and they are going to smoke them to see what it is like. You know this would be a good opportunity to become friends with Carrie. How would you respond?

2. You and your best friend, Dave, like to play football with a few classmates after school. One day when everyone is leaving after the game, Leon calls the gang together and invites them to his house for a party on Friday night. Leon's older brother is supposed to buy beer and hide it in a cooler in a corner of the garage. Leon says they will have a great time because his parents never notice what goes on at parties. You really like this group of guys, but you feel uncomfortable about drinking. What would you do?

3. You have been invited to a party at a friend's house on Friday night. When you arrive, you notice that several older kids are there and some are drinking beer and wine coolers. Your friend's parents are gone for the weekend. One of the high school students offers you a beer. What would you do?

4. After school, you and your best friend often ride bicycles on some of the wooded trails and streets in town. Today, when you stop for a rest, your friend pulls out a pack of cigarettes and offers you one. What would you say?

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-3. Identify the significance of peer pressure and/or role modeling and imitation.

ASSESSMENT CRITERION

Describe situations in which peer pressure, role modeling, and imitation increase an individual's likelihood of using tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Have the class suggest some characteristics of a good leader. Examples are:

- is helpful
- accepts responsibilities
- accepts other people as they are
- is fair-minded
- exercises good judgment
- models qualities expected of others

Then have them name several good leaders including, for example, members of their families, community leaders, and celebrities. List these names on the board.

Discuss each person whose name is listed on the board. Ask the class:

- What makes this person a leader?
- What characteristics does this person exhibit or not exhibit?
- Would this person be a good model for other people to imitate?

After discussing what makes a good leader, ask the students these questions:

- What makes a person a good employer?
- What do a good leader and a good employer have in common?

Divide the class into small groups and instruct each group to write a skit entitled, "If I Were the Boss."

Have groups present their skits the next day in class.

RESOURCES & MATERIALS

TEACHER TIP

If the students do not include "good role model" as one of the characteristics of a good leader, be sure to explain to them the importance of role modeling and imitation.

ESSENTIAL ELEMENT

Vocational education. Leadership concepts and skills. The student shall be provided opportunities to demonstrate skills, characteristics, and responsibilities of leaders and effective group members.

Vocational Education

Grades 7-8

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

III.B-1. Communicate thoughts, feelings, and opinions appropriately.

ASSESSMENT CRITERION

Identify healthy, socially acceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

ACTIVITIES & STRATEGIES

Discuss different types of communication between people.

Teach students how to use "I messages" to deal with conflict. "I messages" should include:

- a description of the person's behavior in specific terms: "When you (interrupted my conversation)..."
- a description of how the problem behavior made you feel: "...I felt (annoyed)..."
- an explanation for the feeling: "...because (I had not finished my thought)."

Explain that an "I message" should tell another person:

- how you are feeling
- what caused you to feel that way
- why that feeling is important to you or what the consequences of the feeling might be

Explain that "I messages" can be effective in situations involving peer pressure from friends or others to use alcohol, tobacco, and other drugs. Emphasize that it is physically and psychologically harmful to use alcohol, tobacco, and other drugs.

Divide the class into four groups and have each group create a situation for which an "I message" would be effective and appropriate. Encourage students to include situations involving peer pressure to use alcohol, tobacco, or other drugs. Then have each group act out its situation for the class. Discuss the results of each group's situation and determine how effective the "I messages" were.

RESOURCES & MATERIALS

TEACHER TIP

I Messages

Some examples of "I Messages" students may give when faced with peer pressure to use tobacco, alcohol, and other drugs are:

• You're my friend. It upsets me that you're putting me in an awkward situation by pressuring me to use drugs.

• It bothers me that you, as my friend, are hanging around people who smoke cigarettes. I am concerned about your health and the possibility that you may get into trouble.

• I don't drink alcohol because it's bad for me. It bothers me that you continue to try to convince me to drink it.

• It upsets me when you try to talk me into sniffing glue. It's not something I want to do, and it's wrong and harmful. I don't think you should be doing it either.

ESSENTIAL ELEMENT

Vocational education. Life management skills. Concepts and skills for successful living with peers, parents, family members, authority figures, and others. The student shall be provided opportunities to point out techniques for resolving conflict.

Vocational Education **Grade 7-8**

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

II.B-4. Recognize the risks of curiosity and experimentation.
II.B-6. Recognize the ways in which tobacco, alcohol, and other drugs affect behavior and self-concept.

ASSESSMENT CRITERION

Describe ways in which tobacco, alcohol, and other drugs can alter an individual's behavior.

ACTIVITIES & STRATEGIES

Have students make a list of the first five things they did this morning. Then ask volunteers to read their lists and explain why they did things in this order.

Explain that priorities are things we consider very important to do, say, or think about. Some examples of personal priorities are:

- to pass the math test on Thursday
- to finish chores in time to go to the football game
- to run the 50-yard dash faster
- to save enough money to buy a new bike

Discuss how our priorities affect the decisions we make.

Discuss what it means to be addicted to alcohol, tobacco, and other drugs. Remind students that drug use affects perception, attitudes, and decision-making abilities. Then ask students if their priorities might change if they were addicted to a substance. For example, if they were addicted to the nicotine in cigarettes, their priorities might shift from concentrating on the lesson during class to thinking about when and where they can sneak away to have a smoke.

Discuss how priorities change on a daily basis as well as throughout the years. Using yourself as an example, list things you like to do on the weekend. Then list things you liked to do five years ago. Finally, predict things you might like to do ten years in the future.

Have the students complete the worksheet, "Changes Through the Years."

RESOURCES & MATERIALS

TEACHER TIP

Remember that some students may list unusual or offensive things to get attention. Other students may list nothing at all. Try to determine what messages these students are trying to get across. If appropriate, refer students to the school counselor for assistance.

Worksheet: "Changes Through the Years"

ESSENTIAL ELEMENT

Vocational education. Life management skills. Concepts and skills related to problem solving and acceptance of responsibility. The student shall be provided opportunities to summarize the effects of personal priorities, perceptions, and attitudes on decisions.

NAME_____ DATE_____

Changes Through the Years

In 10 years, I will spend most of my time:

1.

2.

3.

4.

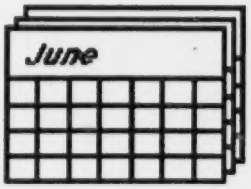
In 5 years, I will spend most of my time:

1.

2.

3.

4.



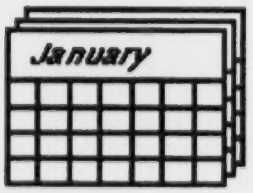
At this time in my life, I spend most of my time:

1.

2.

3.

4.



WE'RE PUSHING FOR A DRUG-FREE STATE
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Vocational Education **Grade 7-8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.B-1. Communicate thoughts, feelings, and opinions appropriately.
III.D-6. Practice effective listening, reading, and writing skills.

ASSESSMENT CRITERION

Define effective listening, reading, and writing skills. Evaluate personal ability levels in these areas.

ACTIVITIES & STRATEGIES

Before class, prepare packets containing sets of shapes cut from several different colors of construction paper. You will need one packet for each student in the class, and each packet should have an identical twin containing exactly the same combination of shapes in the same colors. Label the identical packets "A" and "B." Divide the class into pairs and give each pair of students the identical packets. Then A should give B step-by-step instructions on how to construct a particular figure without B seeing what A is doing. The A partner should construct a figure using the shapes. B should construct a matching figure based solely on the verbal instructions he or she receives from A.

Students will learn the importance of correct instructions, appropriate descriptors, and proper sequence of directions.

After the exercise, ask students the following questions:

- What have you learned about communication?
- Why is listening as important as speaking?
- How can we make sure we are saying what we really mean?
- What would be the result if, in this activity, we were building a bridge, a boat, or an apartment building?

RESOURCES & MATERIALS

TEACHER TIP

Each packet might include the following 10 shapes, for example: large and small red squares, blue diamonds, yellow triangles, orange rectangles, and green circles. Using fewer shapes makes the task easier; a greater number of shapes makes it more difficult. If B is allowed to ask questions, the task will be easier. If B cannot ask questions, chances are the completed effort will not match A's original design.

ESSENTIAL ELEMENTS

•Vocational education. Concepts and skills related to successful employment and/or postsecondary training. The student shall be provided opportunities to demonstrate effective communication skills, both oral and written, and to follow through on assigned tasks.

•Vocational education. Life management skills. Concepts and skills for successful living with peers, parents, family members, authority figures, and others. The student shall be provided opportunities to apply principles of effective communication.

Vocational Education **Grade 7-8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

III.B-1. Communicate thoughts, feelings, and opinions appropriately.

III. B-3. Distinguish what individuals can control and what they cannot control.

ASSESSMENT CRITERION

Identify healthy, socially acceptable ways of expressing thoughts, feelings, and opinions in a variety of situations.

ACTIVITIES & STRATEGIES

Introduce the characters and situations below and have the students role play the situation, making up an ending.

Characters

Kim Aggressive manager of a jewelry store. She is a perfectionist and expects her clerks to learn quickly.

Ted Timid, quiet, new sales clerk. This is his third day on the job. He has a difficult time remembering to lock the cases when he is busy.

Situation

Today the store is extremely busy. Ted not only forgets to lock the case, but he also leaves a ring on the case. Kim notices his mistake and reacts angrily.

Following the role play, lead a discussion based on the following questions:

- How did Kim react to Ted's errors?
- Was this an appropriate reaction?
- How could she express her thoughts in a healthier manner?
- How did Ted react?
- What are some other situations in which we need to practice self-control?
- What are some appropriate and inappropriate ways to express your feelings?

Now have students role play the same situation again, allowing Kim to react in a more appropriate manner. If time permits, have students discuss situations in which they or other persons have reacted in an inappropriate manner. Allow students to role play these situations, this time having characters react more appropriately.

RESOURCES & MATERIALS

ESSENTIAL ELEMENT

Vocational education. Concepts and skills associated with human relations and personality development. The student shall be provided opportunities to exercise self-control.

Vocational Education **Grade 7-8**

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.B-4. Identify how tobacco, alcohol, and other drug use affects relationships both within and without a family.

ASSESSMENT CRITERION

Describe how the hardships and difficulties identified could impact the characteristics and processes necessary for positive and healthy relationships.

ACTIVITIES & STRATEGIES

Have each student interview a parent or another adult and a person his or her own age. Instruct students to ask the questions listed on the "Interview: Then and Now" worksheet. After the two interviews are finished, ask students to write a paragraph telling:

- which answers were similar
- which answers were different
- which answers surprised them the most

Have students list the various roles they play in their lives including: daughter, son, cousin, uncle, aunt, citizen, student, babysitter, sister, brother, friend, neighbor. Ask them to list at least one responsibility that goes along with each role. Discuss the rewards of fulfilling responsibilities. These experiences prepare students for success as adults.

Optional discussion (see caution at right): Discuss what can happen when an individual does not fulfill his or her expected roles and responsibilities. Ask students to describe situations they have seen in their own lives when family members neglected responsibilities to others. Explain that they can learn positive actions from others' mistakes.

Optional activity: Have students make family notebooks with pictures, family history, favorite family outings, pets, and traditions

RESOURCES & MATERIALS

Worksheet: "Interview: Then and Now"

CAUTION

The optional discussion must be handled with great sensitivity since it may involve personal revelations on the students' parts. If a student seems disturbed by the discussion, referral to the school counselor may be appropriate.

ESSENTIAL ELEMENT

Vocational education. Life management skills. Concepts and skills for successful living with peers, parents, family members, authority figures, and others. The student shall be provided opportunities to identify methods of achieving satisfying interpersonal relationships with peers, parents, family members, authority figures, and others.

NAME_____ DATE_____

Interview: Then and Now

Below are questions for interviews with an adult and with a person who is your age. You may also ask other questions.

Adult Interview

1. What was your favorite thing to do as a small child?
2. What was your favorite thing to do as a teenager?
3. What were your ambitions when you were my age?
4. What is an event in the past that made a lasting impression on you?
5. What was your favorite subject in school?
6. What advice do you have for young people today?

Young Person Interview

1. What was your favorite thing to do as a small child?
2. What is your favorite thing to do now?
3. What do you want to accomplish in your life?
4. What current event in your life has made a lasting impression on you?
5. What is your favorite subject in school?
6. What advice do you have for future generations?

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7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

I.B-4. Identify how tobacco, alcohol, and other drug use affects relationships both within and outside the family.

I.C-2. Explain how interpersonal relationships are affected by associating with someone who uses tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify the psychological and emotional hardships and difficulties faced by users of tobacco, alcohol, or other drugs.

ACTIVITIES & STRATEGIES

Write the word *relationship* on the board and have students list different people with whom they can have a relationship. *Relationship* does not necessarily mean that we have close contact with or deep feelings for someone. We can have relationships with:

- a friend
- a boyfriend or a girlfriend
- a parent
- a neighbor
- a teacher
- a sister or a brother

Talk about how all kinds of relationships are affected when a person uses alcohol, tobacco, or other drugs. Point out that:

- Sometimes people lie about using drugs, which leads to misunderstandings and hurt feelings.
- It is often very upsetting to others when a person they know and care about uses drugs.
- A person can be very difficult to get along with when he or she uses drugs.

Have students complete the worksheet, "Getting Along."

Discuss that when persons participate in harmful activities, those who care about them are disappointed. Families, teachers, and good friends want us to have or develop skills to resist harmful activities.

If time permits, role play what the caring person in each of the worksheet situations would do to help.

RESOURCES & MATERIALS

TEACHER TIP

This is a very sensitive area. Watch for student reactions—verbal and nonverbal. Refer students to a counselor if necessary.

Worksheet: "Getting Along"

ESSENTIAL ELEMENT

Vocational education. Life management skills. Concepts and skills for successful living with peers, parents, family members, authority figures, and others. The student shall be provided opportunities to describe factors influencing personality development and positive interpersonal relationships.

NAME_____ DATE_____

Getting Along

Describe how you think each of these people would react in the given situation.

a teacher	saw you with a pack of cigarettes
a parent	heard from neighbors that you were drinking with their son
a friend	saw you with a beer at a friend's party
another adult	saw you with a wine cooler at a local convenience store
a friend	saw you sniffing some aerosol can fumes with some other kids
a brother or sister	heard that you tried to buy a can of snuff at a local grocery store

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TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

I.A-4. Predict how academic and work performance might be affected by tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Review the safety precautions necessary when using tools and equipment both at school and in industrial settings. Emphasize the importance of being alert when using such equipment.

Point out that drugs are not only harmful to the body internally but can cause dangerous accidents that injure the body externally. Ask students:

- What could happen if a person was under the influence of alcohol or another drug while using industrial equipment?
- What could happen if a person was smoking a cigarette around flammable chemicals?

Have students imagine that they are safety managers for industrial plants and are responsible for maintaining safe work conditions. Instruct them to write a set of safety rules and policies, including procedures for dealing with violations, in a professional manner.

If possible, submit copies of student safety policies to industries in your community for review and comments.

RESOURCES & MATERIALS

TEACHER TIP

If possible, have a safety engineer or specialist come in to speak on safety in an industrial setting. Have the class prepare questions to ask the speaker prior to his or her visit.

ESSENTIAL ELEMENT

Vocational education. Introductory industrial technology. Concepts and skills in the application of safety procedures. The student shall be provided opportunities to maintain safe conditions in the laboratory.

Vocational Education **Grade 7-8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

I.A-4. Predict how academic and work performance might be affected by tobacco, alcohol, and other drug use.

I.D-3. Describe public health problems related to tobacco, alcohol, and other drug use.

ASSESSMENT CRITERION

Identify mental and physical health problems related to the use of tobacco, alcohol, and other drugs that affect the community.

ACTIVITIES & STRATEGIES

Have students interview a representative from a local business to determine the effects of alcohol and other drug use on the productivity of employees. Suggested businesses to study are beauty salons, department stores, large industries, grocery stores, police stations, fire stations, hospitals or doctors' offices, farms, and taxicab companies. Have students tape the interviews if possible.

Discuss the worksheet, "A Business Interview." Suggest that students use these questions as a guide for conducting their interviews.

After students complete their interviews, have them compile the information and write a report. Ask for volunteers to share what they learned with the class.

As an extension activity, have students write a proposed alcohol, tobacco, and other drugs policy for a company. Include rules regarding possession and being under the influence, and include consequences of violation of the rules. Also have students describe any prerequisites or screening required as a part of the hiring policy.

RESOURCES & MATERIALS

Worksheet: "A Business Interview"

ESSENTIAL ELEMENT

Vocational education. Career investigation. Concepts and skills related to career opportunities. The student shall be provided opportunities to recognize proper safety standards and hazards associated with the duties of a variety of careers.

NAME_____DATE_____

A Business Interview

Arrange to interview a representative of a local business about the effects of tobacco, alcohol, and other drug use on the productivity of employees in their business. Ask him or her the following questions:

1. Does the problem of alcohol and other drug use affect absenteeism in your business?

2. If so, what is your business doing to solve the problem?

3. How does drug use among employees affect your company's insurance premiums?

   Does it affect the amount of coverage offered to employees?

4. Does your company have an employee assistance program for employees with drug use problems?

   If so, what kind?

5. Does your company currently have a drug testing policy?

   If not, do you anticipate implementing one in the future?

6. What advice would you give young people and others seeking employment to help them avoid problems with a company's tobacco, alcohol, and other drug policies?

Vocational Education **Grade 7-8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVES

I.A-4. Predict how academic and work performance might be affected by tobacco, alcohol, and other drug use.

I.A-6. Analyze the effects of tobacco, alcohol, and other drug use on earning potential, ability to save money, and spending habits.

ASSESSMENT CRITERION

Identify the physiological and psychological effects of tobacco, alcohol, and other drugs.

ACTIVITIES & STRATEGIES

Discuss the importance of health and proper appearance in obtaining good job performance reviews. Point out that:

- Healthy workers do a better job due to increased stamina and energy.
- Maintaining a good appearance shows pride in work, in the place of employment, and in the employer.

Set up a chart on the board and have students suggest examples of the following characteristics of an employee:

- good appearance
  (for example, clean neat hair)
- poor appearance
  (dirty hands, wrinkled clothing)
- good health
  (healthy skin, shiny hair)
- poor health
  (smoker's cough, respiratory-related illnesses)

Explain that using alcohol, tobacco, and other drugs is not only physically harmful but also can affect an individual's job performance. Ask students to discuss the job performance of a person who did the following: smoked marijuana daily, had a hangover from drinking on weekdays, stopped working to smoke a cigarette several times an hour. Let students decide if they would want to work with such an individual.

Have students complete the worksheet, "You're the Boss." Then discuss which applicant the students chose and why.

RESOURCES & MATERIALS

TEACHER TIP

Point out that an employer will often hire an applicant for a job based on the applicant's appearance and actions. Many employers will ask prospective employees to provide proof of nonuse of alcohol or drugs.

Worksheet: "You're the Boss"

ESSENTIAL ELEMENT

Vocational education. Concepts and skills associated with human relations and personality development. The student shall be provided opportunities to understand the importance of maintaining good health and proper appearance for effective job performance.

NAME_____ DATE_____

You're the Boss

You are the owner of a restaurant and need to hire a host or hostess to greet diners. You want to hire a high school student and you have narrowed the search to the following two applicants. Compare their applications and decide which one you would hire.

Name: John T. Wong
Age: 17

Past Work Experience:
Paper route since age 12

Hobbies:
Jogging, biking, team sports

Interviewer's note:
Not dressed well, but is enthusiastic
Wants extra spending money

John arrived for his interview wearing jeans, a shirt, and a tie. He had an eager smile on his face and a firm handshake.

Name: Sharon Louise Romano
Age: 18

Past Work Experience:
Jay's Grocery—checker
El Grande Restaurant—hostess

Hobbies:
Shopping, watching TV

Interviewer's note:
Smelled like smoke
Mature, friendly
Needs a job

Sharon arrived for the interview wearing a nice dress. She had a hacking cough, a runny nose, and red eyes.

Which applicant would you hire?

Why?

WE'RE PUSHING FOR A DRUG-FREE STATE
TEXAS EDUCATION AGENCY
ESR II

Vocational Education **Grade 7-8**

7/8

TEXAS EDUCATION AGENCY

LESSON OBJECTIVE

II.B-2. Recognize the consequences of the media's presentation of tobacco, alcohol, and other drugs.

ASSESSMENT CRITERION

Identify social and psychological pressures and enticements used in tobacco, alcohol, and other drug advertising.

ACTIVITIES & STRATEGIES

Display several alcohol and tobacco ads. Point out techniques used by advertisers to make using these drugs seem glamorous.

Divide the class into groups and have each group analyze alcohol and tobacco ads for glamorization by the media.

Have the groups discuss marketing techniques used and answer the following questons:

- What type of audience does the ad target?
- What types of models are used in the advertisements? Why?
- What do you think happened to the tobacco industry when the federal government banned it from television?
- What do you think would happen if just the facts about alcohol and tobacco were presented in ads?

Have each group design an ad that presents facts about alcohol or tobacco. Allow each group to display its ad and answer any questions that class members may have.

Have students complete the worksheet, "Reactions to Advertising," as a homework assignment. Then have a class discussion about the reactions students had to various advertisements.

RESOURCES & MATERIALS

Alcohol and tobacco ads from magazines, billboards, newspapers, TV, movies.

Markers, poster board or manila paper

Worksheet: "Reactions to Advertising"

ESSENTIAL ELEMENT

Vocational education. Introductory industrial technology II. Concepts and skills related to production technology in the area of manufacturing. The student shall be provided opportunities to participate in activities involving product researching, designing, and marketing.

NAME_____ DATE_____

Reactions to Advertising

Advertisement	Emotional Reaction	Facts about Product
Beautiful girl smoking a well-known brand of cigarettes	"I wish I could look like that. She has great clothes, pretty hair, and a nice figure."	"If I smoke, I won't look like that. I will waste money, and I will harm my lungs."

Appendix A: Teacher Resources

The following list of resources, selected from a variety of sources, are neither recommended nor endorsed by the Texas Education Agency. Likewise the Agency does not ensure that all the materials, in their entirety, contain a *no drug use* message. Local districts have wide discretion in selecting resources to meet special needs. Therefore, each school district must provide adequate staff training on up-to-date prevention methods to ensure that resource materials are selected and used effectively.

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WSOI. "Narcotics Anonymous: Self-Acceptance." (1985) Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: Sponsorship." (1983) Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: Staying Clean on the Outside." (1988) Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: The Triangle of Self-Obsession." Box 9999; Van Nuys, CA 91409.

WSOI. "Narcotics Anonymous: Welcome to Narcotics Anonymous." Box 9999; Van Nuys, CA 91409.

Youth Suicide National Center. "Youth Suicide." 1825 Eye St., N.W., Ste. 400; Washington, D.C. 20006; 1-202-429-2016.

PERIODICALS

Home Health Education Service. *Listen.* Box 6145; Lincoln, NE 68506.

Narcotics Education, Inc. *Winners.* 6830 Laurel St., N.W.; Washington, D.C. 20012.

National Clearinghouse for Alcohol and Drug Information. *Prevention Pipeline.* Box 2345, Dept. 00; Rockville, MD 20852.

Texans' War on Drugs. *Texas Youth in Action News.* 11044 Research Blvd., Bldg. D, Ste. 200; Austin, TX 78759.

AUDIOVISUALS

The audiovisuals listed are categorized for age-appropriate audiences according to the following codes:

EC	Early Childhood (PK-K)
P	Primary (Grades 1-3)
I	Intermediate (Grades 4-6)
MS	Middle School (Grades 6-8)
HS	High School (Grades 9-12)
P/ T	Parent/Teacher

For each item listed, the age-appropriate code appears directly after the written description of the audiovisual material. Additionally, the year the item was developed and a publisher's or distributor's code follow the title. Example: "Alcohol and Nutrition." (80/FMS). Codes are listed below:

AAP Alternate Action Programs; 2511 S. Barrington Ave.; Los Angeles, CA 90064; (213) 479-8353

ACDE American Council for Drug Education; 204 Monroe St.; Rockville, MD 20850; (301) 294-0600

AHP Alfred Higgins Productions; 6350 Laurel Canyon Blvd.; North Hollywood, CA 91606; (818) 762-3300

AIMS Aims Media; 6901 Woodley Ave.; Van Nuys, CA 91406-4878; (800) 367-2467

AVP American Video Publishing, Inc.; Educational Products Division; 1400 Gulf Shore Blvd. N., Ste. 208; Naples, FL 33940; (800) 258-1298

BARR Barr Films; 1280 Schabarum Ave.; Box 7878; Irwindale, CA 91706-7878; (800) 234-7878

CCP CompCare Publications; 2415 Annapolis Lane; Minneapolis, MN 55441; (800) 328-3330

CHEF Comprehensive Health Education Foundation; 22323 Pacific Highway S.; Seattle, WA 98198; (800) 323-CHEF

CHU Churchill Films, Inc.; 12210 Nebraska Ave.; Los Angeles, CA 90025; (213) 207-6600

CII Community Intervention, Inc.; 529 S. 7th St., Ste. 570; Minneapolis, MN 55415; (800) 328-0417

CIM California Image Marketing; 3034 Gold Canal Dr., Ste. B; Rancho Cordova, CA 95670; (800) 451-0303

CC Collie Craft; Box 700030; San Antonio, TX 78270-0030; (800) 525-0551

CMTI	Coronet/MTI Film and Video; 108 Wilmot Rd.; Deerfield, IL 60015; (800) 621-2131
DEA	U.S. Department of Justice; Drug Enforcement Administration; 1405 Eye St., N.W.; Washington, D.C. 20537; (202) 786-4096
DF	Durrin Films; 1748 Kalorama Road., N.W.; Washington, D.C. 20009; (202) 387-6700
DIS	Disney Educational Productions; Coronet/MTI Film & Video; 108 Wilmot Rd.; Deerfield, IL 60015; (800) 621-2131
DPT	Department of Highways and Public Transportation; local traffic safety specialist
EBE	Encyclopaedia Britannica Education Corporation; 310 S. Michigan Ave.; Chicago, IL 60604; (800) 621-3900
FII	Film Ideas, Inc.; 3575 Commercial Ave.; Northbrook, IL 60062; (708) 480-5764
FMS	FMS Productions; Box 4428; 520 Montecito St., Ste. F; Santa Barbara, CA 9214; (800) 421-4609
GAM	Guidance Associates Media; Communications Park; Box 3000; Mount Kisco, NY 10549-0900; (800) 431-1242
GTR	Gerald T. Rodgers Productions; 5215 Old Orchard Road, Ste. 990; Skokie, IL 60077; (800) 227-9100
JCP	J.C. Penney, Co.; Public Affairs Department; Box 659000; Dallas, TX 75265-9000; (214) 591-1344; Attn: Golden Rule Network
JOI	Johnson Institute; 7151 Metro Blvd.; Minneapolis, MN 55435-3425; (800) 231-5165
LFI	Lucerne Films, Inc.; 37 Ground Pine Road; Morris Plains, NJ 07950; (800) 341-2293.
LOC	Local video stores
MCV	Madera Cinevideo; Education Division; 620 E. Yosemite Ave.; Madera, CA 93638; (800) 624-2204
MED	Mediatech; 110 W. Hubbard St.; Chicago, IL 60610; (312) 828-1146
NEI	Narcotics Education, Inc.; 12501 Old Columbia Pike; Silver Spring, MD 20904; (800) 548-8700

NJN New Jersey Network; 1573 Parkside Ave., CN777; Trenton, NJ 08625

PFV Pyramid Film and Video; Box 1048; Santa Monica, CA 90406

PRD PRIDE; The Hunt Bldg.; 500 Hunt Plaza, Ste. 210; Atlanta, GA 30303; (800) 241-7946

PTA Parent Teachers Association; 408 W. 11th St.; Austin, TX 78701; (512) 476-6769

QUI Quest International; 537 Jones Road; Granville, OH 43023; (614) 522-6400

SND Say No to Drugs, Video West, 5 Triad Center, Salt Lake City, UT 84110, (801) 575-7440.

SPI Southerley Products, Inc.; 5000 E. Anaheim St.; Long Beach, CA 90804; (800) 243-FILM

SUN Sunburst Communications; 39 Washington Ave.; Pleasantville, NY 10570; (800) 431-1934

SYN Syndistar; 648 Hickory Ave.; New Orleans, LA 70123; (800) 841-9532

TGT Target; 11724 Plaza Circle; Box 20626; Kansas City, MO 64195; (816) 464-5400

TYL Texas Young Lawyers' Association; Box 12487, Capitol Station; Austin, TX 78711; (512) 463-1388

USDE U.S. Department of Education; Drug-Free Schools Staff; 400 Maryland, SW; Washington, D.C. 20202-6151; (202) 732-4599

WDP Woodmere Press; Park West Finance Station; Box 20190; New York, NY 10025; (212) 678-7839

WWI Weston Woods Institute; Weston, CN 06883; (800) 243-5020

"A Better Place, a Better Time." (83/CII)
The first crucial steps to be taken toward building an effective communitywide response to adolescent drug use are depicted in this videotape. P/T; 35 min.; VHS

"A Gift for Life, Helping your Children Stay Drug and Alcohol Free." (88/ACDE)

Jason Robards hosts discussion and dramatization for parents and principals, giving information helpful in keeping children alcohol and drug free. P/T; 30 min.; VHS

"Alcohol & Cocaine: The Secret of Addiction." (88/AIMS)

Bill Blakemore, ABC news correspondent, interviews experts and presents the latest findings related to genetic predisposition and physical damage caused by use. HS, P/T; 36 min.; VHS

"Alcohol & Human Physiology." (84/AIMS)

Through narration and interviews, this informative videotape looks at the toxic effects of alcohol on the human body's major organs and systems. HS, P/T; 23 min.; VHS

"Alcohol and Nutrition." (80/FMS)

This videotape targets high school health classes by exploring the relationship between alcohol and how it effects nutrition. HS, P/T; 25 min.; VHS

"Alcohol Fact: For Teenagers Only." (84/Sun)

This program singles out the facts about alcohol that apply directly to teenage drinking and provides insight into the many reasons why teenagers use alcohol. MS, HS; 31 min.; VHS

"The Alcohol Film for Kids." (86/LFI)

The dangerous social, physical, and psychological effects of alcohol are viewed through the eyes of 10 to 12 year olds and interpreted by a knowledgeable nurse. P, I, MS; 18 min.; VHS

"All Bottled Up." (75/AIMS)

The videotape is designed to help students cope with the problem of having alcoholic parents and stresses expressing feelings and self-help before helping parents. I, MS, HS, P/T; 11 min.; VHS

"America: Hooked on Drugs." (86/CMTI)

In an edition of ABC's *Nightline*, Ted Koppel examines the emotional, societal, and financial costs of drug abuse in the U.S. P/T; 20 min.; VHS

"America Hurts." (87/CMTI)

The documentary examines designer drugs, crack, cocaine, and PCP. The effects of marijuana on the brain and the ripple effect of drug usage in the world are also discussed. HS, P/T; 36 min.; VHS

"As Others See You: Creating a Reputation." (87/Sun)
This videotape focuses on how reputations are acquired; their effects on school work, social life, and self-esteem; and the positive and negative aspects of labels. MS, HS; 31 min.; VHS

"Bizarre Trial of the Pressured Peer." (85/GTR)
This entertaining videotape provides an effective introduction to problem-solving skills and how they can be used to deal with negative peer pressure. MS, HS; 29 min.; VHS

"Cat Who Drank and Used too Much." (87/FMS)
This delightful tale deals with addiction in a positive, nonthreatening way and can be used as a teaching tool to explain the addiction process. I, MS, HS; 12 min.; VHS

"Choices, Part I and Part II." (86/MCV)
The reality of making wrong choices is demonstrated in this videotape. Student thinking and decision making are prompted through insight into the use of alcohol and other drugs. HS, P/T; Part I, 30 min.; Part II, 45 min.; VHS

"Cocaine and Crack: The Lost Year." (87/EBE)
This poignant videotape focuses on uncertain and lonely teens trying desperately to achieve intellectual, emotional, and sexual power through drugs. Realistic scenarios on resisting peer pressure and saying "no" are included. MS, HS, P/T; 23 min.; VHS

"Cocaine and Human Physiology." (87/AIMS)
A physician presents medical facts to explain the various ways cocaine harms the body. HS, P/T; 20 min.; VHS

"Cocaine Blues." (83/PIV)
In addition to presenting a graphic and honest perspective on the history of cocaine, this videotape explores the effects and the cultural impact of cocaine on America. MS, HS, P/T; 30 min.; VHS

"Cocaine Diary." (85/CMTI)
This videotape shows what happens when a teenager uses cocaine as a shortcut to overcoming problems. MS, HS, P/T; 23 min.; VHS

"Cocaine: Drug Awareness Training." (86/SYN)
The physical effects of cocaine; the four types of users (experimental, occasional, compulsive, and dependent); and the selection of treatment are presented in a slide and videotape presentation. P/T; 15 min.; VHS

"Cocaine: The Emerging Facts." (86/SUN)
Research information on cocaine is summed up in an effort to dispel the myths that present cocaine as acceptable, harmless, and nonaddictive. I, MS, HS; 28 min.; VHS

"Cocaine Pain." (84/CMTI)
This videotape makes viewers acutely aware that the path to recovery is a difficult one even with ongoing and continuous support. HS, P/T; 26 min.; VHS

"Crack/Crack." (87/AVP)
This two-part series, aimed at preventing drug use through knowledge and positive behavior techniques, teaches defensive techniques for students and tools for parent awareness. I, MS, HS, P/T; Two 25-min. parts; VHS

"Crack." (86/SYN)
This videotape portrays the misery caused in the life of one teenager by the use of a powerful form of cocaine known as crack. MS, HS; 13 min.; VHS

"Crack: Dead at Seventeen." (87/AIMS)
This videotape explores the possible thoughts of an athletic, studious, overconfident, and curious student after his crack-related death. MS, HS, P/T; 13 min.; VHS

"Crack Street USA: First Person Experiences with a New Killer." (87/GAM)
In this presentation, former users offer a tough, straightforward look at the consequences of their drug use and help young people find commonsense ways to say "no" to crack. Counselors detail facts about research, treatment, and enforcement. HS; 30 min.; VHS

"Danger Ahead: Marijuana on the Road." (80/ACDE)
The risks of smoking marijuana, drinking, and driving are explored in this videotape. MS, HS, P/T; 22 min.; VHS

"Dare to Be Different." (88/GAM)
In this videotape, two close friends are pulled apart through the influence of drugs and peer pressure before realizing the importance of values and friendship. HS; 19 min.; VHS

"Decision Making: Critical Thoughts in Action." (84/CMTI)
This filmstrip teaches critical thinking skills. I, MS: 30 min.; two filmstrips and two cassettes

"Developing Capable Young People." (87/QUI)
Dr. Stephen Glenn describes many ways to help parents raise their children to be successful and responsible adults. P/T; 53 min.; VHS

"Downfall: Sports and Drugs." (88/PRD)
This documentary profiles athletes whose careers were disrupted by drugs, especially steroids. The consequences of drug use in relation to careers, family, friends, and self-esteem are considered. MS, HS, P/T; 29 min.; VHS

"Drug Avengers (Grades 1-3)." (88/USDE)
Five 5-minute cartoon episodes feature persons of diverse cultures from the past coming back to help today's children with healthy ideas and ways to refuse and avoid drugs. P; 25 min.; VHS

"Drug Avengers (Grades 4-6)." (88/USDE)
Five 5-minute cartoon episodes feature persons of diverse cultures of different times coming back to help today's children with healthy ideas and ways to refuse and avoid drugs. I; 25 min.; VHS

"Drug Dependency: The Early Warning Signs." (84/AIMS)
This videotape targets drug use in the workplace. P/T; 22 min.; VHS

"Drug-Free Kids: A Parent's Guide." (87/LOC)
Host Ken Howard guides a superb cast through a variety of intimate family scenes that teach parenting techniques necessary to keep kids away from drugs. P/T; 70 min.; VHS

"Drugs and Youth...The Challenge." (88/CIM)
Host Michael Gross talks to parents about the phases of dependency, gateway drugs, and ways to help prevent drug use by kids. P/T; 23 min.; VHS

"Drugs and Your Amazing Mind." Revised ed. (80/AHP)
This program points out the value of the mind and the chances one takes when drugs are misused. I, MS; 18 min.; VHS

"Drugs and the Nervous System." 3rd ed. (87/CHU)
This new, award-winning version explains the kinds of disruptions to the nervous system caused by cocaine and crack use. I, MS; 18 min.; VHS

"Drugs Are for Jelly Brains." (88/BAR)

This videotape stresses that all medicines are drugs that should be treated with respect and that taking pills can be dangerous and deadly. P, I; 12 min.; VHS

"Drugs Helpful and Harmful." (88/CHU)

This videotape provides a look at over-the-counter and prescription medicines to help children understand what drugs are, how they affect us, and why they should not be treated with disregard. P, I, MS; 35 min.; VHS

"Drugs, Drinking, and Driving." 2nd ed. (87/AIMS)

True stories from the files of the National Highway Traffic Safety Administration dramatize in a factual and unemotional way the hazards of driving under the influence. MS, HS, P/T; 23 1/2 min.; VHS

"Drug Testing in the Workplace." (87/AIMS)

This videotape examines issues related to drug testing and stresses the importance of maintaining a drug-free workplace. P/T; 23 1/2 min.; VHS

"Drugs, Values, and Decisions." (81/SUN)

A three-part series that examines use, motivation to use, and making personal choices, as evidenced by the case of a young man who used pot. MS, HS, P/T; three 30-min. parts; VHS

"El Viaje del Alcohol." (87/AAP)

This Spanish videotape details recent medical facts about the effects of alcohol in the body and includes facts on sexual function and fetal alcohol syndrome. P/T; 48 min.; VHS

"Enabling: Masking Reality." (89/JOI)

By putting the problems of the alcoholic and the family into perspective, this videotape teaches concerned persons how to stop hurting and start healing. MS, HS, P/T; 22 min.; VHS

"Escape al Cautiverio (Escape to Captivity)." (Also in Spanish) (87/AAP)

Dr. Simon Solis provides a detailed explanation of the most common mind-altering drugs and emphasizes the dangers of acquiring AIDS through intravenous drug use. P/T; 43 min.; VHS

"Fast Forward Future." (88/WWI)

Three dramatic, 15-minute segments allow student characters to replay the past and see the possibilities of making choices that will help them and others. P, I; 45 min.; VHS

"Friends for Life." (88/GTR)
This videotape demonstrates the language and skill needed to help a friend get professional help when suicidal tendencies are suspected; includes warning signs. MS, HS; 22 min.; VHS

"Gentle Art of Saying No: Principles of Assertiveness." (84/SUN)
Real-life situations reveal how assertiveness techniques can be effectively used in a positive, sensitive, and nonaggressive way. MS, HS; 41 min.; VHS

"Get It Straight." (85/MED)
This videotape emphasizes that saying "no" to drugs is okay. MS, HS; 20 min.; VHS

"Get the Message." (84/GTR)
This videotape teaches children how to analyze information correctly so they are not confused by mixed messages and emphasizes that saying "no" is everyone's right. P, I; 18 min.; VHS

"Hard Facts About Drugs." (88/USDE)
This videotape introduces a freshman class through a photograph, shows scenes throughout the high school years, and closes with six members missing from the photograph. MS, HS; 22 min.; VHS

"High Powder." (83/SPI)
This videotape highlights the dilemma of difficult choices that students have to make and portrays a student pusher targeting the ski team. MS, HS; 29 min.; VHS

"How Can I Tell If I'm Hooked." (86/SUN)
This videotape offers a definition of addiction, addresses questions that need to be asked, teaches how to recognize when someone is addicted, and identifies who is at risk. MS, HS, P/T; 25 min.; VHS

"How Do You Tell?" (82/CMTI)
This presentation encourages students to adopt the slogan, "If it isn't healthy, then don't do it," and is aimed at students who are at the most vulnerable age for initiation into use. P, I; 13 min.; film

"How to Talk to Your Kids About Growing Up Without Drugs and Alcohol." (85/SND)
This is a videotape that offers a practical, easy-to-follow approach to improve family communications related to drug use. P/T; 27 min.; VHS

"I Live in an Alcoholic Family." (88/SUN)
Using true-to-life stories, this program explores how three teenagers are helped to come to grips with the reality of having an alcoholic parent. MS, HS, P/T; 35 min.; VHS

"I.C. Berg Goin' to Gronup: Chapter I." (87/CLC)
I.C. Berg, a cool penguin, encounters smoking, drinking, and inhalant use but makes good personal choices, thus reinforcing the positive message of refusing to use drugs. EC, P; 7 min.; VHS

"I.C. Berg Goin' to Gronup: Chapter II." (89/CLC)
In the sequel to Chapter 1, I.C. Berg encounters a bear who has problems with peer pressure and a flamingo with an eating disorder who learn the value of healthy choices. EC, P; 10 min.; VHS

"If Someone in Your Family Drinks." (86/SUN)
This videotape explores the special dynamics of a family in which one family member drinks and demonstrates family denial and family roles that, in effect, give the alcoholic member permission to drink. MS, HS, P/T; 26 min.; VHS

"Jason Makes a Decision." (84/TYL)
An award-winning film (with study guide and musical score) that shows how one young person resists peer pressure and decides not to use drugs. I; 12 min.; VHS

"Just Say No." (87/CMTI)
Using clever animation and live interviews with members of the Just Say No movement, this videotape emphasizes that the best way to stay out of trouble with alcohol, tobacco, and other drugs is to stand firm and resist. P, I; 14 min.; VHS

"Kevin's Story." (83/DF)
Kevin Tannel tells his personal and tragic story after being sentenced, for the manslaughter of an 18-year-old girl while driving drunk, to speak for one year to high school parents, students, and teachers about the accident. MS, HS, P/T; 20 min.; VHS

"Lookin' Good." (88/USDE)
Several middle school students find themselves caught up in a life-threatening, drug-related incident at an older student's party. MS; 52 min.; VHS

"Lots of Kids Like Us." (83/GTR)
Ben and his sister, Laurie, present a healthy picture of children coping with a father's alcoholism and learning lessons about coping and not being at fault or alone. P, I, P/T; 28 min.; VHS

"Marijuana Alert: Slides from Scientists." (86/WDP)
Peggy Mann, nationally known drug use prevention author, shows how marijuana affects the body, including the unborn. MS, HS, P/T; 40 min.; slide and tape

"Me Power: Building Self-Confidence." (86/SUN)
This videotape explores how self-confidence or the lack of it affects one's ability to cope and defines and traces the development of self-confidence through a four-step process. I, MS, HS, P/T; 29 min.; VHS

"Medical Aspect of Mind-Altering Drugs." (87/FMS)
Drugs are grouped into major categories to illustrate their mental and physical effects on human physiology. MS, HS, P/T; 30 min.; VHS

"No Kid of Mine." (87/AIMS)
Parents of alcohol- and drug-addicted children talk candidly about their experiences and give insights into recognizing signs of drug and alcohol use. P/T; 30 min.; VHS

"No Matter How You Say It...Say No." (87/TGT)
A production developed by the Just Say No Foundation, this videotape features basketball star Isiah Thomas and spells out the three-step approach to saying "no" to drugs. I, MS, HS; 12 min.; VHS

"Not Me." (88/JCP)
This discussion-evoking videotape drama about crack and cocaine use among teenagers encourages viewers to discuss and devise their own solutions. MS, HS; 40 min.; VHS

"Open Secrets." (85/CMTI)
A hospital setting provides the background for examining attitudes and communication while three family members await the outcome of a fourth involved in an alcohol-related accident. HS, P/T; 25 min.; VHS

"Organizing Parent Peer Groups." (82/PTA)
This filmstrip explains how parents can strengthen their children's security and self-esteem by adopting a program of mutual cooperation and suggests how to form parent groups. P/T; 15 min.; filmstrip

"Parents with Alcoholism: Kids with Hope." (86/SUN)
Drawn from actual case studies, this program examines the many ways a parent's alcoholism affects the rest of the family and helps children of alcoholics understand how they can help themselves. MS, HS; 33 min.; VHS

"Person to Person: Learning to Communicate." (86/SUN)
This videotape teaches students the interpersonal skills that will enable them to communicate effectively by examining some typical problems that teens have in speaking and listening. MS, HS; 42 min.; VHS

"Positive Action Steps for Parents of Drug Abused Kids." (88/CII)
A presentation of concrete and workable action steps that parents can initiate. The videotape includes a discussion of effective parent responses, communication, discipline, and support groups. P/T; 23 min.; VHS

"Prevention." (87/GTR)
The viewer is presented the concept of prevention, then shown six young people who have suffered the grim consequences of alcohol and other drug use. I, MS, HS; 12 min.; VHS

"Private Victories." (88/USDE)
Four 24-minute dramas are designed to capture the interest of high school students to help them lead drug-free lives while encouraging students to accept the consequences of their actions. HS; 24 min.; VHS

"Project Graduation (Project Celebration)." (87/DPT)
This videotape focuses on the planning involved in putting together an all-night, drug-free graduation party. HS, P/T; 15 min.; VHS

"Say No to Drugs—It's Your Decision." (86/DEA)
Dave Winfield, professional baseball player, interviews experts in the drug use field and emphasizes the "just say no" approach to the use of illegal drugs. MS, HS, P/T; 17 min.; VHS

"Shattered—If Your Kid's on Drugs." (86/CCP)
A 60-minute portrayal of teenage addiction featuring Burt Reynolds, Judd Nelson, and Earl Holliman underscores the dynamics of denial, enabling, and manipulating behaviors while creating an understanding of how family members play a part in recovery. P/T; 60 min.; VHS .

"Short Stories for Little People." (88/CLC)
This program presents four entertaining short stories on the aspects of friendship featuring Jake, the gnome, and a collection of animals. EC, P; 30 min.; VHS

"Smokeless Tobacco: The Sean Marsee Story." (87/DIS)
Using the death of a 19-year-old track star due to oral cancer, the film stresses that smokeless tobacco is not a safe alternative to smoking and shows by example that it's okay to say "no." I, MS, HS; 16 min.; film

"Sooper Puppy Series: Drink, Drank, Drunk." (88/CMTI)
Live-action puppets effectively illustrate the effects of alcohol on the body and mind while teaching the importance of saying "no" and staying away from those who encourage the use of alcohol. P, I; 16 min.; film

"Sooper Puppy Series: Flying High." (88/CMTI)
By illustrating that success in life requires work and imagination, not medication, this program inspires children to look within themselves for happiness and to recognize that those who offer or use drugs are not friends. P, I; 17 min.; film

"Sooper Puppy Series: Puff of Smoke." (88/CMTI)
Children learn the physical and mental effects of cigarette smoking and are taught how to handle the pressures of advertisers and peers. P, I; 17 min.; film

"Sooper Puppy Series: Self-Esteem." (88/CMTI)
In this self-esteem film, Baxter, a live-action puppet, learns the secrets of personal success through the power of a strong self-image. P, I; 19 min.; film

"Speak up, Speak out." (88/USDE)
Friends help a responsible student say "no" when, on a senior trip, pressure is put on him to have a drug/alcohol party in his room. HS; 22 min.; VHS

"Stand up for Yourself: Peer Pressure and Drugs." (87/CHU)
Through peer dramatization of real-life situations, students are provided techniques in social skill development and ways to say "no" to drugs, alcohol, and tobacco. I, MS, HS; 16 min.; film

"Step-by-Step: Asking for It." (86/CHE)
This program teaches children step-by-step how to make requests in an assertive nonaggressive way, how to reach compromise, and what to do when no compromise is possible. EC, P; 20 min.; VHS

"Step-by-Step: Clear Thinking About Groups." (86/CHE)
This videotape focuses on the following three-key skills that everyone needs to master for group situations: how to select a group, how to enter a group, and how to maintain independence in a group. I, MS; 17 min.; VHS

"Step-by-Step: Helping Your Children Stay out of Trouble." (86/CHE)

This program shows parents how to recognize trouble and how to help their children avoid trouble by finding something else to do. P/T; 40 min.; VHS

"Step-by-Step: Making Friends." (86/CHE)

This videotape emphasizes conscious choice and action as well as ways to deal with rejection. I, MS; 15 min.; VHS

"Step-by-Step: Negotiation Skills." (86/CHE)

Humorous but practical, this videotape shows how a young man's alter ego teaches him to identify negotiable situations and then to use a valuable skill to ask for what he wants and to resolve problems. MS, HS; 25 min.; VHS

"Step-by-Step: Staying out of Trouble." (86/CHE)

This program demonstrates self-control skills that help children think through consequences by getting them to stop, think, and act. MS; 9 min.; VHS

"Step-by-Step: Staying out of Trouble with Your Friends." (86/CHE)

Using realistic situations and role playing, preteens and young adults discover how they can deal with peer pressure, stay out of trouble, and keep their friends. P, I, MS; 29 min.; VHS

"A Story of Feelings." (82/JOI)

Presented in children's art cartoon form, this program helps viewers understand the role their feelings play in their lives. EC, P, I, MS, P/T; 10 min.; VHS

"Straight at Ya." (88/USDE)

Kirk Cameron, teen celebrity, presents some of the social and personal dilemmas that kids face when they are first exposed to drugs. MS; 42 min.; VHS

"Straight Up: Attitudes and Perception." (88/USDE)

One in a series of three programs that challenge adolescents to say "no" to peer pressure and gang involvement. I, MS; 30 min.; VHS

"Straight Up: Knowledge and Facts." (88/USDE)

One of three programs that challenge adolescents to say "no" to peer pressure and gang involvement. I, MS; 30 min.; VHS

"Straight Up: Self-Image and Life Skills." (88/USDE)
One of three programs intended to challenge adolescents to say "no" to peer pressure and gang involvement. I, MS; 30 min.; VHS

"Targets." (85/CMTI)
This videotape provides teenagers with a framework for examining their own lives and teaches them how to assert themselves before they are caught in the cycle of victimization. MS, HS; 19 min.; VHS

"Turning Off: Drugs and Peer Pressure." (82/SUN)
This two-part film uses true-to-life dramatization to make students aware of the different and subtle ways peer pressure operates to influence their decision to use drugs and teaches assertive coping techniques. MS, HS, P/T; 22 min.; film

"Voices and Visions: Alcoholism in the Family." (88/FII)
This is an award-winning videotape in which teenagers speak out in their own impressive production concerning their parent's alcoholism. I, MS, HS, P/T; 28 min.; VHS

"Wasted: A True Story." (83/PRD)
In this film, a 15-year-old describes his drug addiction and tells how it nearly destroyed his life and the lives of those who love him. MS, HS; 24 min.; film

"When Your Parents Drink Too Much." (87/CMTI)
Feelings such as anger, humiliation, and helplessness that accompany the disease of denial are discussed. I, MS, HS; 27 min.; VHS

"Where's Shelly?" (83/JOI)
A realistic story about 9- to 11-year-old children who are given the opportunity to use beer and marijuana focuses on the decision not to use and the factors that affect that decision. I, MS, P/T; 13 min.; film

"Why Say No to Drugs?" (86/EBE)
Inspirational and informative, this videotape shows young people resisting the peer pressure to use tobacco, alcohol, marijuana, and other drugs. I, MS; 16 min.; VHS

"You Have a Choice." (84/SPI)
John Marshall, Susan Osborn, and Gordon Jump offer insights into parent communication, teenage stress, and peer pressure and discuss new techniques for dealing with these problems. HS, P/T; two 50-min. parts; film

Appendix B: Annotated Bibliography

Andrews, R. L., and Hearne, J. T. "Effects of Primary Grades Health Curriculum Project on Student and Parents' Smoking Attitudes and Behavior," *Journal of School Health* 54:1 (1984): 18-20.

Reports results of a longitudinal Primary Grades Health Curriculum Project. The project was a study of the relationship between an activity-centered experiential health education program and positive health attitudes, expectancy of use, and changes in behavior.

Baker, C. A. "Toward a Rationale for a Supervisory Model of Instruction in Multi-Cultural Student Populations or Sweathogs Won't Bite." Curriculum Research and Development Center. Indiana State University. Terra Haute, Indiana (1984).

Provides a model to use in multicultural education and strategies to apply in the classroom.

Bennett, G. *Substance Abuse: Pharmacological, Developmental, and Clinical Perspectives.* New York: John Wiley and Sons, 1983.

Offers a consistent bio-psychosocial view of substance use throughout the human lifespan. The author focuses on prevention as well as treatment.

Bloom, M. D., and Greenwald, M. A. "Alcohol and Cigarette Use Among Early Adolescents." *Journal of Drug Education* 14:3 (1984): 195-203.

Assesses the cigarette and alcohol behaviors, attitudes, and knowledge of 596 fifth through seventh graders in the Washington State-Oregon area.

Blotner, R., and Levander, L. "SPECDA—A Comprehensive Approach to the Delivery of Substance Abuse Prevention Services in the New York City School System Is Reviewed." *Journal of Drug Education* 16:1 (1986): 83-89.

Reviews SPECDA, a comprehensive substance use prevention approach that links school-based drug counselors and police officers to provide drug education and prevention services.

Botvin, G. J. "Substance Abuse Prevention Research: Recent Developments and Future Directions." *Journal of School Health* 56:9 (1986): 369-374.

Presents two models for drug prevention: the social influence model and the cognitive/behavioral personal and social skills model. More than 20 research programs based on these two models have demonstrated significant reductions in substance use.

Presents current pharmacological knowledge with particular reference to principles and concepts written primarily for students and practitioners.

Clark, W. G. *Goth's Medical Pharmacology*, 12th ed. New York: The C.V. Mosby Co., 1988.

Examines a rationale for a multicultural approach to education by focusing on our students' futures.

Cortez, Carlos E. "Multi-Cultural Education: Preparing Young People for Life in an Integrated Nation and an Integrated World." Speech at the conference on "From Desegregated Schools to Integrated Education." Milwaukee, Wisconsin. (July 11, 1979.)

Presents a transactional process model of human judgment and information processing that directs attention away from the mere accumulation of information to the needs, motives, and abilities of the information.

Cvetkovich, G. "Child and Adolescent Drug Use: A Judgment and Information Processing Perspective to Health Behavior Interventions," *Journal of Drug Education* 17:4 (1987): 295-307.

Summarizes the consequences of adolescent alcohol and drug use. The article includes the results of the 1986 National High School Senior Survey and the 1985 National Household Survey.

Czechowicz, D. "Adolescent Alcohol and Drug Abuse and Its Consequences—An Overview," *American Journal of Drug and Alcohol Abuse* 14:2 (1988): 189-197.

Examines forces that must be considered in developing alcoholism prevention strategies targeted to the needs of black youth.

Dawkins, M. P. "Alcoholism Prevention and Black Youth," *The Journal of Drug Issues* 18:1 (1988): 15-20.

Assesses the impact of Project DARE on knowledge, attitudes, and self-reported behavior of seventh-grade curriculum recipients.

DeJong, W. "A Short-Term Evaluation of Project DARE: Preliminary Indications of Effectiveness," *Journal of Drug Education* 17:4 (1987): 279-293.

Describes a three-year study that evaluates Nebraska student behaviors regarding frequency of riding with drinking drivers, frequency of drinking, and frequency of drinking to excess. The study was conducted from the freshman through junior years in high school.

Duryea, E. "Effects of a Preventive Alcohol Education Program After Three Years," *Journal of Drug Education* 18:1 (1988): 23-31.

Edwards, E. D., and Edwards, M. E. "Alcoholism Prevention/Treatment and Native American Youth: A Community Approach." *The Journal of Drug Issues* 18:1 (1988): 103-114.	Addresses prevention, education, and treatment approaches for combatting problems of alcohol use in American Indian children, adolescents, and their families. Included are primary interventions that promote alternative activities to drinking while emphasizing positive feelings of self-esteem and identity.
Eiseman, S. "M.D.A.: A Multi-Disciplinary Approach for Teacher Effectiveness Training in Drug Education." *Journal of Drug Education* 14:4 (1984): 357-367.	Discusses the need for preservice and inservice teacher training in drug education methods. The approach incorporates the principles of psychology, sociology, health science, and communications with drug education.
Fors, S. W., and Rojek, D. G. "The Social and Demographic Correlates of Adolescent Drug Use Patterns." *Journal of Drug Education* 13:3 (1983): 205-221.	Reports research done on Jessor's three systems (Personality, Perceived Environment, and Behavior) to gain insight into factors affecting drug-taking patterns.
Galen, F. J. "Alcoholism Prevention and Hispanic Youth." *The Journal of Drug Issues* 18:1 (1988): 49-58.	Discusses the nature of Hispanic youth, the significance of a bicultural perspective in prevention, and an understanding of the themes of conflict that face Hispanic youth.
Gersick, K. E. "Social-Cognitive Skill Development with Sixth Graders and Its Initial Impact on Substance Use." *Journal of Drug Education* 18:1 (1988): 55-69.	Describes a primary prevention research project. The project involved a 12-session cognitive skill development curriculum aimed at reducing rates of substance use.
Gilbert, M. J., and Alcocer, A. M. "Alcohol Use and Hispanic Youth." *The Journal of Drug Issues* 18:1 (1988): 33-48.	Reviews recent, pertinent literature on the extent and nature of alcohol-related behavior among Hispanic adolescents.

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Examines patterns of emerging substance use among sixth, seventh, and eighth grade students in two New England towns.

Grady, K. "The Emergence of Adolescent Substance Abuse." *Journal of Drug Education* 16:3 (1986): 203-219.

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Grant, B. "Stability of Alcohol Consumption Among Youth: A National Longitudinal Survey." *Journal of Studies on Alcohol* 49:3 (1988): 253-260.

Examines the effects of alcohol use prevention curricula designed to have an impact on hypothesized mediating variables and to teach individual social pressure resistance skills.

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Encourages adoption of policies to create drug-free schools. The guide is written for administrators, teachers, guidance counselors, and others concerned with effective education and the well-being of students.

Hawley, R. A.; Petersen, R. C.; and Mason, M. C. *Building Drug-Free Schools: An Educator's Guide to Policy, Curriculum, and Community Consensus*, 1986.

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Hoffman, A. L. "A Toblacko Belt in Karate: Classroom Theater on the Hazards of Smoking." *Journal of School Health* 56:8 (1986): 337-338.

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Kozicki, Z. A. "Why Do Adolescents Use Substances (Drugs/Alcohol)?" *Journal of Alcohol and Drug Education* 32:1 (1986): 1-7.

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Napier, T. L. "Factors Associated with Illegal Drug Use in Rural Georgia." *Journal of Drug Education* 13:2 (1983): 119-137.

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Newman, I. M. "Effects of Teacher Preparation and Student Age on an Alcohol and Drug Education Curriculum." *Journal of Drug Education* 14:1 (1984): 23-25.

Documents the evaluation of alcohol/drug education in 25 Nebraska junior high schools involving 1,800 students in Grades 7-9.

Oetting, E. R.; Beauvais, F.; and Edwards, R. "Alcohol and Indian Youth: Social and Psychological Correlates and Prevention." *The Journal of Drug Issues* 18:1 (1988): 87-100.

Examines psychosocial correlates to prevention. Young native American heavy alcohol users (ages 12-16) were matched with nonusers in this study.

Provides measuring devices that, if used judiciously, can improve evaluation of health programs dealing with alcohol use.

The Office of Disease Prevention and Health Promotion. *Alcohol Abuse Education.* Los Angeles: IOX Assessment Associates, 1988.

Offers help to those individuals who wish to evaluate health education programs dealing with drug use. The handbook provides a series of measuring devices that, if selected and used judiciously, can improve the quality of such evaluations.

The Office of Disease Prevention and Health Promotion. *Drug Abuse Education.* Los Angeles: IOX Assessment Associates, 1988.

Suggests measuring devices that can improve the quality of evaluations for programs dealing with smoking.

The Office of Disease Prevention and Health Promotion. *Smoking Cessation.* Los Angeles: IOX Assessment Associates, 1988.

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Ravitch, D. "Diversity and Democracy: Multi-Cultural Education in America." *American Educator* (1990): 16-48.

Ried, L. D.; Martinson, O. B.; and Weaver, L. C. "Factors Associated with the Drug Use of Fifth-Eighth Grade Students." *Journal of Drug Education* 17:2 (1987): 149-159.

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Tricker, R., and Davis, L. G. "Implementing Drug Education in Schools: An Analysis of the Costs and Teacher Perceptions." *Journal of School Health* 58:5 (1988).

Examines conditions in which two substance use prevention curricula were implemented in three Oregon school districts. Data related to teacher involvement were collected from on-site interviews.

U.S. Department of Education. *Drug Prevention Curricula: A Guide to Selection and Implementation.* Washington, D.C.: U.S. Department of Education, 1988.

Provides information and ideas for the selection and implementation of curricula designed to prevent drug use.

USDE. *What Works: Schools Without Drugs.* Washington, D.C.: U.S. Department of Education, 1987.

Reviews reliable and significant findings available on drug use by school-age youth. This handbook reveals the extent of drug use among students and the dangers associated with it.

U.S. Department of Health and Human Services. *Drug Abuse and Drug Abuse Research.* Austin: Texas Commission on Alcohol and Drug Abuse, 1987.

Summarizes current knowledge of the extent and health consequences of drug use as well as recent developments in research in the prevention of drug dependency. This book is a triennial report to the Congress.

Assists prevention program staff to work cooperatively with evaluators and researchers to apply their skills, knowledge, and sensitivities in the design and implementation of evaluations.

USDHHS. *Working with Evaluators.* DHHS Publication No. ADM. 88-1233. Rockville: Institute on Drug Abuse, 1988.

Details the history, composition, and use of drugs. The authors also consider the side effects of drugs in relation to their therapeutic values, the harmful effects of drugs on the human body, and their potential for inducing dependence.

Witters, W., and Venturelli, P. *Drugs and Society.* 2nd ed. Boston: Jones and Bartlett Publishers, Inc., 1988.

Appendix C: Drug Chart

Drugs and Their Effects

This chart is a quick reference for educators and is not intended for distribution to students, nor is it intended for identification or diagnostic purposes. For more detailed information, consult a reliable pharmacological resource in your community. If there is suspicion of drug use, identify behavior changes, document, and consult with a counselor, school nurse, administrator, or parent, according to the policy of the district.

Negative effects will vary with each individual. Some people have very serious effects with first use while others may experience harmful effects only after chronic use. The earliest consequences are frequently behavioral or social, which may be the most critical health concern. Drug use is a learned behavior that begins with first use. The goal is to prevent that first use.

TYPE OF DRUG	NAME OF DRUG	METHOD OF USE	NEGATIVE EFFECTS
Alcohol (depressant)	Beer Wine Liquor Wine coolers Cough remedies	Swallowed in liquid form	Depressant effects cause impairment to the mental, intellectual, and judgmental functioning. Other effects include decreased alertness, loss of coordination, depression, stupor, nausea, impaired memory, addiction, obesity, malnutrition, impotence, severe mental disorders, ulcers, brain damage, liver damage, delirium tremens, loss of consciousness, increased risk for cancer, hypertension, and coma. It is the cause of 100,000-150,000 deaths in the U.S. annually. Use during pregnancy may cause fetal alcohol syndrome, a leading cause of mental retardation in the United States.
Other depressants	Barbiturate Pentobarbital Phenobarbital Secobarbital Amobarbital	Taken by mouth or injected	Effects include decreased alertness, confusion, drowsiness, irritability, poor coordination, lack of judgment, loss of appetite, sleep disorders, nausea, addiction, and possible death.
	Narcotics Dilaudid Demerol Methadone	Taken orally or injected into veins	Use may result in decreased alertness, confusion, hallucinations, stupor, slurred speech, nausea, vomiting, unconsciousness, and/or death.
	Opium Morphine Heroin	Injected or smoked	
	Codeine	Liquid or pill form	

TYPE OF DRUG	NAME OF DRUG	METHOD OF USE	NEGATIVE EFFECTS
Other depressants, continued	Tranquilizers, Anti-anxiety, sedative Valium (diazepam) Dalmane	Taken orally or injected	Use may lead to dependence and withdrawal symptoms that include convulsions, tremors, cramps, and overdose.
Cannabis	Marijuana Hashish	Most often smoked; sometimes eaten with food	Drug combines stimulant, hallucinogenic, and depressant effects. The effects of intoxication, or high, may last 48 hours, long after the individual considers himself under the influence. User may experience reduction of inhibitions, panic, impaired memory, paranoia, loss of concentration, loss of coordination, amotivational syndrome (loss of interest, ambition, goals, and motivation), changes in perception, sterility, impaired heart function, lowered resistance to infection, lung cancer, psychological dependence, delayed sexual development, and lung damage caused by exposure to the smoke. Fetal marijuana syndrome may result from use during pregnancy, causing low-birth weight and developmental abnormalities of infants perinatally exposed to marijuana.
Hallucinogens	PCP (phencyclidine)	Most often smoked; can be snorted, injected, or taken orally. PCP is sometimes found in marijuana cigarettes.	Use may cause perceptual distortions, confusion, agitation, impaired memory, anxiety, loss of coordination, delusions, panic, irrational thought patterns, violent behaviors, and/or long-term developmental consequences. Delusions, increased panic, severe mental disorders, or death may result from use.
	LSD	Injected, taken orally, or may be absorbed through the skin	
	Mescaline Psilocybin	Taken orally in their natural form	
Inhalants	Solvents Gasoline and other fuels Model glue and adhesives Typewriter correction fluid Felt-tip markers	Inhaled or sniffed, often with use of container such as soft drink can, paper sack, or plastic bag; rags may be used to disperse fumes.	The easily available household compounds are most frequently abused. Use may cause poor coordination, stupor, impaired thought processes, unconsciousness, violent behavior, hallucinations, and damage to liver, kidneys, and bone marrow. Single use may cause permanent brain damage.
	Aerosols Hairsprays Deodorants Insecticides Freon	Sprayed into container and inhaled	

TYPE OF DRUG	NAME OF DRUG	METHOD OF USE	NEGATIVE EFFECTS
Inhalants, continued	Anesthetics Ether Chloroform Nitrous oxides	Breathed with use of cone or mask	Negative effects include neuropathy, muscle weakness, nausea, vomiting, hallucinations, loss of consciousness, nerve or brain damage, and/or death by anoxia.
	Volatile nitrites Amyl Butyl	Sniffed or inhaled from gauze or ampules	Extremely rapid action. Effects within 30 seconds lasting no more than 3 minutes. They include increased heart rate, drop in blood pressure, dizziness, nausea, and headaches.
Steroids	Anabolic steroids Anavar Androl-50 Winstrol Maxibolin Dianabol	Taken orally or injected	Severe acne, nausea, vomiting, diarrhea, hair loss, deep depression, excitation, power delusion episodes, aggressive behavior, uncontrolled violence, heart disease, hypertension, stroke, kidney damage, and abnormal liver function are among the negative effects. May also cause sexual underdevelopment or delays. In males, problems may include atrophy of genitalia, sterility, and stunted growth. In females, a decrease in estrogen, deepening of voice, a masculine build, and an increased risk of cancer.
Stimulants	Amphetamines Diet pills Speed Dextroamphetamine	Taken orally in pill or capsule form; injected into veins	Results include excitation, restlessness, rapid speech, irritability, convulsions, insomnia, hallucinations, severe mental disorders, anorexia, malnutrition, and/or death
	Metamphetamines	Most often in powder form; snorted, swallowed, injected	
	Ice	A smokeable form of methamphetamine	Lethargy, severe depression, paranoia, possible cardiopulmonary effects are likely to occur. Produces a high that may last 12 hours.
	Cocaine	Most often snorted (sniffed onto mucous membranes in nose); can be taken orally, injected, or smoked	Negative effects include irritability, depression, mental disorders, damage to lining of nose and blood vessels when sniffed, seizures, heart failure, stroke, and death. When taken during pregnancy, cocaine can lead to abruptio placenta, miscarriages, and fetal death. Infants exposed perinatally may have long-lasting effects that include tremors, seizures, learning problems, delay or difficulty in bonding, and failure to thrive.
	Crack (a crystalized derivative of cocaine)	Smoked	Crack is an extremely addicting form of cocaine with the same effects and problems, including insomnia, agitation, and paranoia. Users experience a very short period of intoxication for five to 10 minutes.

TYPE OF DRUG	NAME OF DRUG	METHOD OF USE	NEGATIVE EFFECTS
Stimulants, continued	Nicotine/Tobacco	Smoked in cigarettes, cigars, and pipes; also found in snuff and chewing tobacco	Short-term problems include headache, loss of appetite, difficulty in breathing, and nausea. Tobacco, responsible for the single largest preventable cause of death in the U.S., causes cancer of the mouth, throat, and lungs and heart disease. Use during pregnancy may cause premature birth, fetal injury, and low birth weight.

For additional information, consult the following reference:
"Let's All Work to Fight Drug Abuse." International Drug Education Association
4213 Wiley Post Road, Suite 100; Dallas, TX 75244; (214) 387-2230.
Updated on a frequent basis; current and reliable information.

Appendix D: Glossary of Terms

Addict
Someone who cannot stop using a habit-forming drug or substance. An addict is also a person exhibiting addiction.

Addiction
As defined by the World Health Organization (WHO): A state of periodic or chronic intoxication produced by the repeated use of a drug. Addiction is also defined as: (1) Overpowering compulsion for continuing and obtaining a drug. (2) Increased dosage and tolerance of a drug. (3) Physiological or psychological dependence on some agent (e.g., alcohol, drug), with a tendency to increase its use.

Additive Effect
An increased effect observed when two drugs having similar biological actions are administered. The net effect is the sum of the independent effects exerted by each drug.

Alcohol (Ethanol)
A widely used sedative hypnotic drug obtained by fermentation of carbohydrates by yeast. The active form of alcohol is ethyl alcohol. Also called grain alcohol.

Amphetamine
A behavioral stimulant that temporarily increases energy and mental alertness. Amphetamines are for use with a prescription only and under a doctor's supervision.

Analgesic
A drug that relieves pain without loss of consciousness—for example, aspirin and opiates.

Anesthetic
A drug that causes loss of sensation or feeling (especially pain) by its depressant effect on the nervous system. There are two types of anesthetics: *General*, which produces a sound sleep and is used for surgical procedures calling for a total sleep state, and *local*, which deadens a specific area of the body for medical procedures such as dental extraction.

Antagonism
A reaction that occurs when two drugs influence a physiologic system in opposite directions, one drug cancelling the effect of another.

Antidepressant
Medicines used to treat patients with depressive psychological illness.

Antihistamine
A drug that prevents or antagonizes the action of histamine, a normal body chemical that is believed to cause symptoms in persons hypersensitive to various allergens. Side effects include drowsiness, dizziness, and muscular weakness. These drugs can be dangerous if taken by an individual operating automobiles or heavy machinery.

Antipsychotic
A drug that produces an effect of emotional quieting and relative indifference to one's surroundings. These drugs are also called major tranquilizers.

Barbiturate
Sedative hypnotic drugs that decrease the activity of the central nervous system and depress respiration, affect the heart rate, and decrease blood pressure and temperature.

Caffeine
One of the bitter, crystalline alkaloids found in coffee, tea, cola drinks, and chocolate which acts as a central nervous system stimulant and a mild diuretic.

Cannabis Sativa
The scientific name for marijuana, a plant that produces a psychoactive (mind-altering) effect. The active ingredient is called tetrahydrocannabinol (THC).

Cocaine
A white, crystaline alkaloid that acts as a local anesthetic and is a dangerous illegal stimulant. It causes increased heart beat, as well as a rise in blood pressure and body temperature. In high doses, it can cause paranoid thought disturbance and tachycardia.

Codeine
A sedative and pain-relieving agent found in opium and commonly used in cough syrups and analgesics.

Crack
Freebased cocaine made of powdered cocaine hydrochloride, sodium bicarbonate, and water. Crack produces a high much more intense and rapid than that of regular cocaine.

Delirium Tremens (DT's)
A serious mental illness accompanied by shakiness, hallucinations, confusion, disorientation, sleep disorders, and other associated discomforts, lasting several days after alcohol withdrawal. DT's are caused by excessive chronic use of alcohol or narcotics. An individual experiencing DT's is extremely fearful. Hallucinations seem real until the episode has passed.

Dependence, Drug
The total psychological state in which the use of a drug is necessary for either physical or psychological well-being. Drug dependence is characterized by the need to use equal or increasing dosages of a drug to prevent withdrawal symptoms.

Depressants
A group of drugs that generally decreases the activity of the central nervous system and at high doses induces sleep.

Designer Drug (Analogue)
Any drug manufactured for illicit use by the slight chemical alteration of a known and usually legal drug.

Drug
In *ESR II*, a drug is a chemical that is illegal and/or harmful, including alcohol and tobacco.

Euphoria
A feeling of well-being or elevation of mood marked by confidence and assurance. Stimulant drugs can cause a sensation of euphoria.

Flashback
A spontaneous reoccurrence of psychedelic drug effects without taking further psychedelic drugs.

Freebase
The process of chemically converting cocaine and smoking it. It is the conversion of the stable form of an alkaloid (cocaine) into less stable but more potent form.

Hallucinogens or Psychedelics
Drugs such as LSD, mescaline, and PCP that produce profound alterations in perception. Users may see, hear, and feel things that are not there and may exhibit psychotic behaviors. These drugs may induce psychotic states and cause permanent damage to the psyche.

Hashish or Hash
A drug made by taking the resin from the stalk, leaves, and flowers of the marijuana plant (Cannabis) and pressing it into cakes. The drug is an extract from the hemp plant with a higher concentration of THC than marijuana.

Heroin
A semi-synthetic derivative produced by the chemical modification of morphine. It is highly addictive and more potent than morphine. It exists either in white or brown powder form, which is heated to dissolve it in a liquid for use.

Ice
A potent smokeable form of methamphetamine that acts as a stimulant on the central nervous system. It is similar in toxicity to cocaine.

Illicit Drug
Any drug whose sale, use, or purchase is generally prohibited by law and for which violators are subject to criminal penalties.

Inhalant, Volatile Solvent
A gaseous chemical or substance that, when inhaled into the lungs, produces a psychoactive or mind-altering condition that may be anesthetic in its effect or may cause a slowing down of body functions (for example: glue, solvent, gasoline, lacquer thinners). Nitrous oxide is an inhalant used as an anesthetic in medical procedures.

(LSD) Lysergic Acid Diethylamide
A drug manufactured from lysergic acid which is found in ergot, a fungus that grows on rye and other grains. It is one of the most potent mind-changing chemicals and is most commonly ingested by placing a small square of paper containing the drug on to the tongue.

Marijuana
The common name of cannabis sativa (a type of hemp plant) which produces the chemical tetrahydrocannibanol (THC). The drug is made up of a mixture of crushed leaves, flowers, and small branches of both male and female cannabis plants. This mixture is smoked.

MDMA (Methylenedioxy methamphetamine)
A designer drug also known as Ecstasy resulting from a slight chemical alteration in methamphetamine. It is touted as having unique pharmacological properties and unique behavioral effects such as euphoria and lowered inhibitions. MDMA is a tactile hallucinogen (one which affects the sense of touch).

Meperidine (Demerol ®)
A synthetic drug used as a narcotic analgesic.

Mescaline
A psychedelic drug which comes from the peyote cactus but can also be synthetically produced. It is an opiate narcotic and a poisonous alkaloid which produces hallucinations of sound and color. Its effects are similar to, but not as strong as, LSD. It is usually smoked or swallowed in the form of capsules, tablets, or discs.

Methadone (Dolophine ®)
A synthetically produced opiate narcotic similar to those derived from morphine.

Methaqualone
A sedative-hypnotic compound of relatively low potency. It is used medically as a sedative or hypnotic.

Morphine
A derivative of opium which has a depressing effect on the central nervous system, particularly respiration. Morphine is the major sedative and pain-relieving drug found in opium, making up approximately 10% of the crude opium matter produced.

Nalorphine (Nalline ®)
The antagonist of certain narcotic agents such as morphine.

Naloxone (Narcan ®)
A pure narcotic antagonist used to reverse low respiration in overdose cases.

Narcotic
Medically, a drug that produces sleep or stupor and also relieves pain. Legally, a narcotic is any drug regulated under federal narcotic laws that can only be obtained with a doctor's prescription. Other uses are strictly prohibited by law as described by the Harrison Narcotic Act.

Nicotine
A behavioral stimulant found in tobacco which can cause indigestion, increase in blood pressure, dulling of the appetite, and constriction of the blood vessels.

Overdose
A state in which a lethal amount of a drug is consumed. An overdose causes adverse effects and possible death.

Opiate
A drug such as morphine, codeine, or heroin that is derived from the opium poppy. Opiates induce sleep, relieve pain, and are strongly addictive. Heroin is the most abused opiate. It produces a euphoric dream state. The user becomes desperate to avoid withdrawal illness and may engage in aggressive and risk-taking behavior.

Opium
An opiate derivative obtained from the juice of the opium poppy. Opium takes the form of dark brown chunks or of a powder which is usually smoked or eaten. Its sale is strictly prohibited by law.

Over-the-Counter Medicine (OTC)
Any of a wide variety of commercially produced medications that can be purchased without a doctor's prescription.

Paregoric
A mixture of opium, camphor, glycerin, benzoic acid, and anise oil diluted in alcohol. It is used medically to control diarrhea. It can only be purchased legally with a doctor's prescription. It is often abused in combination with other drugs such as the antihistamine Tripelennamine, which is called "blue velvet" on the street.

Oxycodone (Percodan ®)
A semisynthetic narcotic analgesic that comes from opium alkaloid. It can only be purchased legally with a doctor's prescription.

PCP (Phencyclidine)
An illicit anesthetic first developed in the 1950's. PCP takes the form of a pure, white, crystal-like powder, a tablet, or a capsule. It can be swallowed, smoked, sniffed, or injected. It is sometimes sprinkled on marijuana or parsley and smoked. It causes confusion, disorientation, catatonia, and tachycardia and may produce violent behavior. In high doses, it can cause convulsions or cardiac arrest.

Physical Dependence
A physical state in which normal body functioning requires continued use of a drug. Such a state is confirmed by withdrawing the drug and noting the occurrence of withdrawal symptoms.

Polydrug Use
The use of various combinations of drugs simultaneously by an individual.

Prescription Medicine
Any commercially produced medication that can be legally sold or dispensed only on a physician's order.

Psychoactive Drug
Any chemical substance that alters normal functioning of the brain and results in mental or behavioral change.

Psychological Dependence
A compulsion to use a drug for its pleasurable effects. Psychological dependence also refers to taking a drug to avoid withdrawal symptoms once physical dependence has developed.

Sedative—Hypnotic Drugs
Drugs that decrease central nervous system arousal. They are used medically to reduce anxiety and tension and have the potential for physiological addiction. Large amounts can cause excitation, delirium, and death.

Side Effect
Any drug-induced effect that accompanies the primary effect for which a drug is administered. "Side effect" particularly refers to an adverse effect on another organ system.

Steroids
A large group of organic compounds that includes various hormones. Anabolic steroids are derived from the male hormone, testosterone, and produce certain body changes. The drugs help the body build muscle mass. They enhance performance and increase aggression and drive. Some serious side effects include liver damange, high blood pressure, and addiction.

Stimulant
Any drug that acts upon the central nervous system to produce an excited, alert, and wakeful state.

Symptom
Any condition such as a change in the physical or mental state of an individual that indicates the presence of a disease or physical disorder. Symptoms aid in diagnosis.

Synergism
The interaction of two or more drugs resulting in an effect greater than an additive effect. It occurs when one drug increases the potency of another by interfering with its disposition, thus increasing the effect of a given dose.

THC-1-Δ9-trans-tetrahydro-cannabinol
The principal psychoactive compound in marijuana. Its effects include impaired sperm formation and inhibited synthesis of testosterone in males.

Tolerance
A decrease in susceptibility to the effects of a drug due to its continued administration. Tolerance results in the need for a higher dosage to feel the same effects. It indicates a state of progressively decreased responsiveness to a drug.

Toxicity
The degree to which a drug acts like a poison in the body and the margin between the dosage that produces beneficial effects and the dosage that produces toxic effects.

Tranquilizers
Sedative-hypnotic drugs which slow down the body's functions, resulting in a lessening of anxiety. Tranquilizers can cause drowsiness, but the user will still react to stimuli.

Withdrawal
A series of symptoms that occurs after use of an addictive drug is discontinued.

Appendix E: Texas Law Related to Tobacco, Alcohol, and Other Drugs

THE LAW FOR EVERYONE

No one may:

What are the laws regarding controlled substances and dangerous drugs?

- possess, deliver, or manufacture any controlled substance or dangerous drug. (Controlled substances include marijuana, LSD, cocaine, heroin, morphine, secobarbitol, and methamphetamine; dangerous drugs have both medicinal value and harmful side effects.)
- possess or deliver **any** amount of marijuana
- be in control of any vehicle on a road or highway while under the influence of drugs

The Texas Controlled Substances Act (Art. 4476-15) and the Texas Dangerous Drugs Act (Art. 4476-14) of Vernon's Texas Civil Statutes designate penalties ranging from fines to jail sentences for violation of these laws.

THE LAW FOR MINORS

How old must a person be to purchase, possess, or drink an alcoholic beverage?

The Texas Alcoholic Beverage Code prohibits the purchase, possession, and consumption of alcohol by minors. The main provisions of this law are as follows:

- A minor is any person less than 21 years of age for purposes of this code.
- It is illegal for a minor to purchase alcoholic beverages.
- It is illegal to sell alcoholic beverages to minors.
- It is illegal for minors to drink alcoholic beverages unless the minor is in the visible presence of an adult parent, spouse, or legal guardian.
- It is illegal for minors to falsely pretend to be 21 years old or older in order to obtain alcoholic beverages.

What constitutes an alcoholic beverage?

An alcoholic beverage is any drink with at least one-half of one percent (1/2 of 1%) alcohol. This includes beer, wine, wine coolers, and other liquors.

What if an adult gives a minor an alcoholic beverage?

According to Texas law, it is illegal for an adult to provide a minor with an alcoholic beverage unless the minor is in the visible presence of an adult parent, spouse, or legal guardian.

What constitutes legal intoxication?

Being intoxicated or under the influence of drugs on a public highway is a violation of Texas law.

A person having a blood alcohol content of .10 is considered legally impaired or intoxicated under Texas law.

Are there any restrictions on tobacco use by minors in Texas?

Texas law prohibits the sale or delivery of tobacco in any form to persons under 18 years of age, or to any person whose intent is to deliver it to a person younger than 18 years of age. (Article 4476-16, Vernon's Texas Civil Statutes, amended by 71st Legislature, Ch. 607, section 1.)

THE TEXAS EDUCATION CODE

Section 21.3011. Grounds for expulsion of students.

What are grounds for expulsion of students?

A student may be removed from class and expelled without resort to an alternative education program under Section 21.3011 of this code if the student, on school property or while attending a school-sponsored or school-related activity on or off school property:

2) sells, gives, or delivers to another person or possesses or uses or is under the influence of:
   (A) marijuana or a controlled substance, as defined by the Texas Controlled Substances Act (Article 4476-15, Vernon's Texas Civil Statutes) or by 21 U.S.C. Section 801 et seq; or
   (B) a dangerous drug, as defined by the Texas dangerous drug law, Chapter 425, Acts of the 56th Legislature, Regular Session, 1959 (Article 4476-14, Vernon's Texas Civil Statutes);

3) sells, gives, or delivers to another person an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code, or commits a serious act or offense while under the influence of alcohol; or on more than one occasion possesses, uses, or is under the influence of an alcoholic beverage;

5) engages in conduct that contains the elements of an offense relating to abusable glue or aerosol paint under Section 4.13, Texas Controlled Substances Act (Article 4476-15, Vernon's Texas Civil Statutes), or relating to volatile chemicals under Chapter 323, Acts of the 68th Legislature, Regular Session, 1983 (Article 4476-13a, Vernon's Texas Civil Statutes).

How does the Texas Education Code define serious offenses related to drug use?

Serious offenses on school property include but are not limited to:

B) selling, giving, or delivering to another person or possessing or using:

i) marijuana or a controlled substance, as defined by the Texas Controlled Substances Act (Article 4476-15, Vernon's Texas Civil Statutes) or by 21 U.S.C. Section 801 et seq.

ii) a dangerous drug, as defined by the Texas dangerous drug law, Chapter 425, Act of the 56th Legislature, Regular Session, 1959 (Article 4476-14, Vernon's Texas Civil Statutes)

iv) an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code, or commits a serious act or offense while under the influence of alcohol.

C) being under the influence of any of the substances listed in subsections (a)(12)(B)(i), (ii), and (iv) of this section. A student need not be legally intoxicated to be considered "under the influence," but the student's faculties must be impaired to a noticeable extent.

What does the Texas Education Code require concerning anabolic steriods?

Section 21.928: Regulation of anabolic steroids and human growth hormones.

Each school in a public school district in which there is a grade level of seven or higher shall post in a conspicuous location in the school gymnasium and each other place in a building where physical education classes are conducted, the following notice:

> Anabolic steroids are for medical use only. State law prohibits possession, dispensing, delivery, or administering of an anabolic steroid in any manner not allowed by state law. State law provides that body building, muscle enhancement, or increasing muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a person who is in good health is not a valid medical purpose. Only a medical doctor may prescribe an anabolic steroid or human growth hormone for a person. A violation of state law concerning anabolic steroids or human growth hormones is a criminal offense punishable by confinement in jail or imprisonment in the Texas Department of Corrections.

Appendix F: Agencies and Organizations

The following list of agencies and organizations has been compiled as a resource for teachers and administrators. The materials and expertise provided by these agencies are neither recommended nor endorsed by the Texas Education Agency. Provision of this list of agencies and organizations is intended to aid districts with their selection of resource materials.

Action, The Federal Domestic Volunteer Agency—Texas Office
1100 Commerce Street,
Room 6B-11
Dallas, TX 75242
(214) 767-9494

American Association of Suicidology (AAS), (Central Office)
2459 South Ash
Denver, CO 80222

American Automobile Association
2990 Telestar Court, Ste. 100
Falls Church, VA 22042
(703) 222-2060

American Automobile Association (Texas Office)
3000 Southwest Freeway
Houston, TX 77098
(713) 524-1851

American Cancer Society
777 Third Avenue
New York, NY 10017
1-800-4-CANCER

American Cancer Society (Texas Division)
Box 9863
Austin, TX 78766
1-800-252-9174

American College of Sports Medicine
Box 1440
Indianapolis, IN 46206
(317) 637-9200

American Council on Drug Education (ACDE)
204 Monroe Street
Rockville, MD 20850
(301) 294-0600

American Heart Association
7329 Greenville Avenue
Dallas, TX 75231
(214) 750-5300

American Heart Association (Texas Affiliate, Inc.)
Box 15186
Austin, TX 78761
(512) 836-7220

American Lung Association
1704 Broadway
New York, NY 10019

American Lung Association of Texas
3520 Executive Center Drive
Ste. G-100
Austin, TX 78731
(512) 343-0502

American National Red Cross
17th and D Streets NW
Washington, D.C. 20006

2300 McKinney
Dallas, TX 75201
(214) 741-4421

Box 397
Houston, TX 77001
(713) 424-5050

American Public Health Association
1015 18th Street NW
Washington, D.C. 20036

American School Health Association
Box 708
Kent, OH 44230

C.E. Mendez Foundation Inc.
Box 10059
Tampa, FL 33679
(813) 875-2579

800-COCAINE
Fair Oaks Hospital
19 Prospect Street
Summit, NJ 07901
1-800-COCAINE

Committees of Correspondence
57 Conant St., Rm. 113
Danvers, MA 01923
(617) 774-2641

Comprehensive Health Education Foundation
20832 Pacific Highway S
Seattle, WA 98198
(206) 824-2907

Council of Chief State School Officers
400 N. Capitol St., NW, Ste. 379
Washington, D.C. 20001
(202) 393-8159

Drug Enforcement Administration (DEA)
President's Drug Awareness Campaign
U.S. Department of Justice
Washington, D.C. 20537
(202) 633-1146

Demand Reduction Coordinators:
1800 Regal Row
Dallas, TX 75235

333 West Loop North
Houston, TX 77024

Families in Action—National Drug Information Center
3845 North Druid Hills Road, #300
Decatur, GA 30033

Health EDCO, Inc.
Box 21207
Waco, TX 76702-1207
(817) 776-6461

Johnson Institute
7151 Metro Boulevard
Minneapolis, MN 55435-3425
1-800-231-5165

Just Say NO Foundation
1777 North California Boulevard
Walnut Creek, CA 94596
1-800-258-2766

Law-Related Education State Bar of Texas
Box 12487
Austin, TX 78711

March of Dimes—Birth Defects Foundation
Box 2000
White Plains, NY 10602

March of Dimes—Birth Defects Foundation (Texas Regional Office)
2527 Royal Lane, Ste. 155
Dallas, TX 75229
(214) 620-9779

National Association of School Nurses
Box 1300
Scarborough, MD 04074

National Clearinghouse for Alcohol and Drug Information (NCADI)
Box 2345
Rockville, MD 20852
(301) 468-2600

National Clearinghouse on Smoking and Health, Centers for Disease Control
1600 Clifton Road, NE
Atlanta, GA 30333

National Council on Alcoholism
Two East 103rd Street
New York, NY 10029

National Federation of Parents for Drug-Free Youth (NFP)
1423 N. Jefferson
Springfield, MO 65802
(417) 836-3709

National Health Information Clearinghouse, NHIC (Health Calendar)
Box 1133
Washington, D.C. 20013
1-800-336-4797

National Institute on Drug Abuse
5600 Fishers Lane
Rockville, MD 20851
1-800-662-HELP

National Safety Council—Director of Public Information
425 North Michigan Avenue
Chicago, IL 60611

National School Safety Center
16830 Ventura Boulevard, #200
Encino, CA 91436
(818) 377-6200

Office for Substance Abuse Prevention (OSAP)
Alcohol, Drug Abuse and Mental Health Administration
5600 Fishers Lane, Rm. 9A-54
Rockville, MD 20857
(301) 443-0365

Pacific Institute for Research and Education: JUST SAY NO
1777 N. Catalina Blvd.
Walnut Creek, CA 94596
(800) 258-2766

PAN-Texas
Austin Child Guidance Center
810 W. 45th Street
Austin, TX 78751

Pharmacists Against Drug Abuse (PADA) Foundation, Inc.
Box 776
Spring House, PA 19477

PRIDE: Parents' Resource Institute for Drug Education, Inc.
The Hurt Building, Ste. 210
50 Hurt Plaza
Atlanta, GA 30303
(800) 241-7946

Schools Without Drugs: The Challenge
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-0100
(202) 732-4161

Schools Without Drugs—Region VI
1200 Main Tower Building, #2125
Dallas, TX 75202
(214) 767-3626

Southwest Regional Center for Drug-Free Schools and Communities
The University of Oklahoma
555 Constitution Avenue
Ste. 138
Norman, OK 73037
(800) 523-7363, ext. 1454

Texas Association for Children of Alcoholics (TACoA)
Box 12882
Austin, TX 78711

Texas Commission on Alcohol and Drug Abuse (TCADA)
720 Brazos Street
Ste. 403
Austin, TX 78701
(512) 867-8700

Texas Department of Health
1100 West 49th Street
Austin, TX 78756
(512) 458-7111

Texas Department of Public Safety
Box 1748
Austin, TX 78767
(512) 473-9392

Texas Education Agency Drug Use Prevention Program
1701 N. Congress
Austin, TX 78701-1494
(512) 463-9006

Texas Medical Association Auxiliary
1801 N. Lamar Blvd.
Austin, TX 78701
(512) 477-6704

Texans' War on Drugs
11044 Research Blvd.
Building D, Ste. 200
Austin, TX 78759
(512) 343-6950

U.S. Department of Health and Human Services—Office of Disease Prevention and Health Promotion
Hubert H. Humphrey Building
200 Independent Avenue, SW
Washington, D.C. 20201

World Service Office, Inc.
Box 9999
Van Nuys, CA 91409

Appendix G: Instructional Strategies and Products for Teaching Drug Use Prevention

Most of the instructional strategies and products that work effectively in other courses are also effective in teaching drug use prevention. Eighty-five suggested strategies and products are listed below to serve as reminders of various ways to approach the topic.

1. advertisement
2. art gallery
3. block picture story
4. book cover
5. bulletin board
6. cardboard relief
7. cartoons
8. case study
9. chart
10. choral reading
11. cinquain
12. city council meeting
13. city ordinance or state law regarding drug-free zones, sale of volatile chemicals, pollution, crime, slums, vandalism
14. collage
15. construction
16. costume
17. creative writing
18. crosscut diagram
19. crossword puzzle
20. debate
21. demonstration of a technique
22. diamante
23. diorama
24. ditto
25. editorial
26. essay
27. experiment
28. fact file
29. fairy tale
30. filmstrip
31. flip book
32. game board
33. geometric shapes
34. glossary
35. greeting card
36. guest speaker
37. haiku
38. illustrated story
39. interrupted film
40. interview
41. jigsaw puzzle
42. letter (friendly)
43. letter to the editor
44. limerick
45. minicenter
46. mobile
47. movie making
48. mural
49. museum
50. newscast
51. newspaper story
52. news report
53. one-act play
54. oral report
55. pamphlet
56. photo essay
57. picture dictionary
58. picture with information and diagram
59. pictures (photographs)
60. poem
61. poster
62. project cube
63. puppet
64. puppet show
65. rebus story
66. science fiction story
67. scrapbook
68. skit
69. song (original)
70. songs (collection)
71. stained glass
72. stencil
73. stitchery
74. story
75. survey
76. taped recording
77. television game show
78. textbook
79. town meeting
80. transparency
81. T-shirt design
82. vocabulary
83. window-shade story, game, poster
84. worksheet
85. written reports

Acknowledgments

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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